OXFORD

English File

Intermediate

Multipack A Student Book A
Workbook A

with access to
EXAM CONFIDENCE

fifth
edition

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1A How we eat

G present simple and continuo
action and non-action verbs
V food and cooking
P short and long vowel sounds

Do you eat a lot of red meat? *Yes, but I'm trying to cut down.*

1 VOCABULARY food and cooking

a Video Watch the video. How many of the 16 circled food items can you remember?

b **V** **Vocabulary Bank** Food and cooking *p.238*

c Look at some common adjectives to describe food. What kind of food do we often use them with?

---

fresh /freʃ/ frozen /ˈfrəʊzn/ hot / spicy /ˈspaɪsi/
low-fat /ləʊ fæt/ raw /rɔː/ tinned /tɪnd/ 5

---

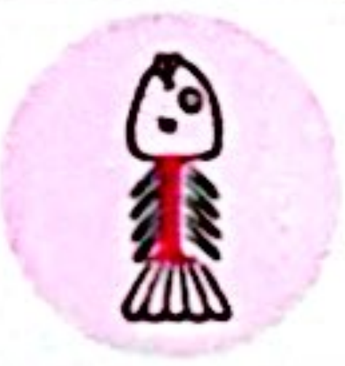
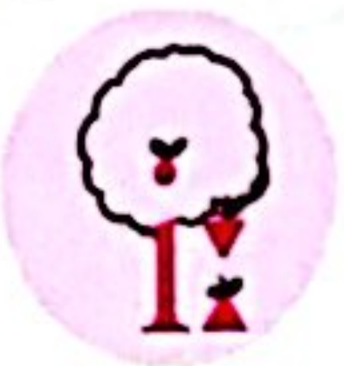
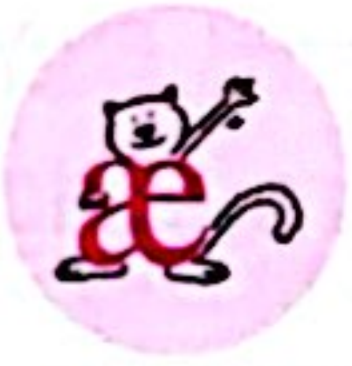
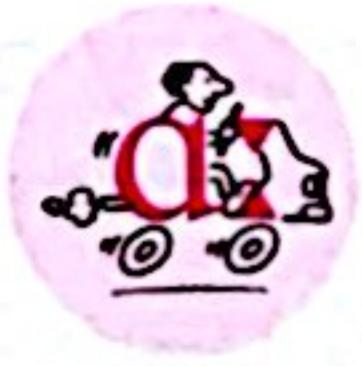
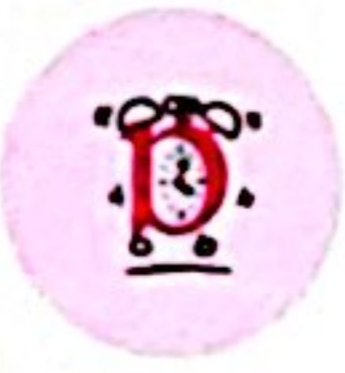
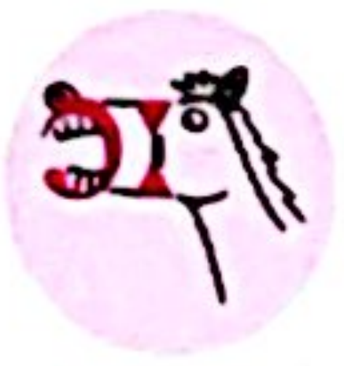
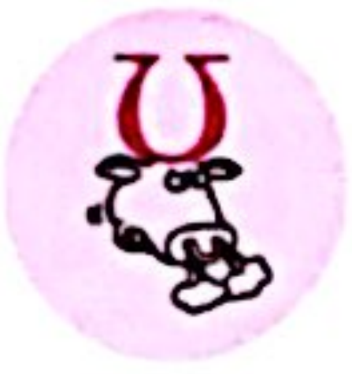
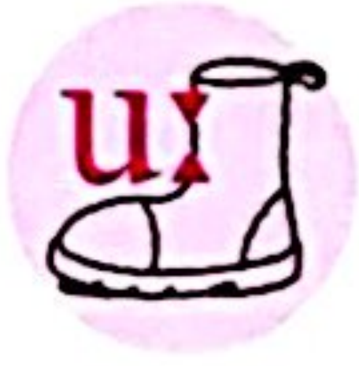
crudo. enlatado

d 1.5 Listen to six conversations. Write the food phrase you hear for each adjective in **c**.

1 raw beetroot 2. Spicy prawns 3. fresh tuna
4. lowfat 6. frozen raspberries.
5. red pepper.

2 PRONUNCIATION short and long vowel sounds

a Look at the sound pictures. What are the sound words and vowel sounds?

1		2		3		4	
5		6		7		8	

b Video Watch and check. Watch again and repeat the words and sounds. What part of the symbol tells you that a sound is long?

c 1.6 Match a phrase to each sound in **a**. Then listen and check. Practise the sounds and phrases.

- 3 crab salad
- 7 a good cook
- 1 grilled squid
- 5 hot sausages
- 4 a jar of raspberry jam
- 6 raw pork
- 2 steamed green beans
- 8 tuna with beetroot

"SOSIYIS"

3 LISTENING & SPEAKING

a Read the *Your food profile* questionnaire. What do you think the **bold** words and phrases mean?

Your food profile

1 What's your favourite...?
- a snack
- b pizza **topping**
- c sandwich **filling**

2 Do you ever have...?
- a **ready meals** very often
- b **takeaways** Once aweek
- c very hot / spicy food

Give examples. never

3 Are you **allergic** or **intolerant** to any food? How long have you had the problem? NO

4 What food do you usually eat...?
- a to **cheer yourself up** when you're feeling sad I usually eat sweet.
- b when you're tired and don't want to cook

5 When you're away from home, is there any food or drink that you really **miss**?

6 Is there any food or drink that you couldn't live without? How often do you eat / drink it? coke, ew bread.

lunch time

b 1.7 Exam Listen to six people each answering one question from *Your food profile*. Match each speaker to the question they are answering.

- 5 Emma
- 2 John
- 3 James
- 6 Sarah
- 4 Rob
- 1 Sean

c Listen again and write their answers.

d Ask and answer the questions in *Your food profile* with a partner. What do you have in common?

4 READING

a You're going to read an article about new rules for eating. Look at the six paragraph headings and try to guess the missing words.

1 Don't start the day with a black __________
2 Eat natural __________ before a meal
3 Eat __________ before meat and fish
4 Eat __________ before carbs
5 __________ your food thoroughly
6 __________ up to digest a meal

b Read the article once and check your answers in **a**. Did you guess any of the words? Complete the article with the headings.

c **Exam** Read the article again. Match the advice from each paragraph 1–6 to the reason why it's better for you.

☐ A Eating like this makes you feel fuller.
1 B It's more difficult to manage your blood sugar levels.
☐ C It increases the speed of digestion.
☐ D You'll probably eat less.
☐ E It helps you digest a meal more easily and you're less likely to develop heart problems.
☐ F It helps you digest a meal more easily and you use more energy as you eat.

d Complete five compound nouns from the article. How do you say them in your language?

1 blood __________
2 __________ disease
3 __________ pressure
4 __________ science
5 stress __________

Compound nouns

Compound nouns are two nouns together, where the first noun describes the second one, e.g. *coffee machine*. The stress is usually on the first noun.

Mediation An English-speaking friend is worried about their diet. They like carbs, always feel hungry, and usually eat too quickly. Choose key points from the article and write an email giving advice to your friend. Try to use your own words. Write about 150 words.

Ⓜ Mediation Bank 1 *p.254*
Written mediation: Summarizing

How you should eat: the new rules

Is it good to start the day with a coffee? Should you eat protein before carbs? These days, it's not just *what* we eat and drink that's important. Now, scientists are coming up with rules about *how* we should consume food and drink. Here is some of their latest advice.

①

Do you switch on the coffee machine as soon as you wake up? It's a habit you might want to change. Research shows that drinking black coffee in order to wake yourself up can have a negative effect. 'Blood sugar control is impaired when the first thing our bodies come into contact with is black coffee,' says Professor James Betts. 'It's better to eat something first and then drink coffee later if you need it.'

②

Yogurt is a great addition to your diet for many health reasons. And the best time to eat it is before a meal, according to food scientists at the University of Wisconsin-Madison. Participants in the research were asked to eat a dish of natural yogurt followed by a large, high-fat, high-carb meal. The yogurt improved digestion and also helped reduce the chance of heart disease.

③

From a plate of meat or fish and green or brightly coloured vegetables, it is the vegetables that should be eaten first. In one study, children who ate the meat or fish at the start of a meal were more likely to be overweight than children who ate the vegetables first. 'Vegetables contain fibre which fills you up,' says nutritionist Ian Marber.

④

Eat the meat, fish, eggs, cheese, or tofu on your plate – that is, the protein – before potatoes, rice, pasta or bread. Researchers in New York suggest that the worst time to eat carbs is at the beginning of a meal or on an empty stomach. In the study, participants ate ciabatta bread before or after eating a meal of grilled chicken with lettuce, tomatoes, and cucumber. The results showed that eating the carbs after the protein helped to reduce appetite.

⑤

Spending time chewing your food can help with high blood pressure, heart disease, and diabetes. Scientists found that when people chewed their food once a second for 30 seconds, it resulted in better digestion and they also used up more calories. 'The effect is small for each meal, but over 365 days a year, it makes a big difference,' says Professor Naoyuki Hayashi, a researcher in the faculty of sports science.

⑥

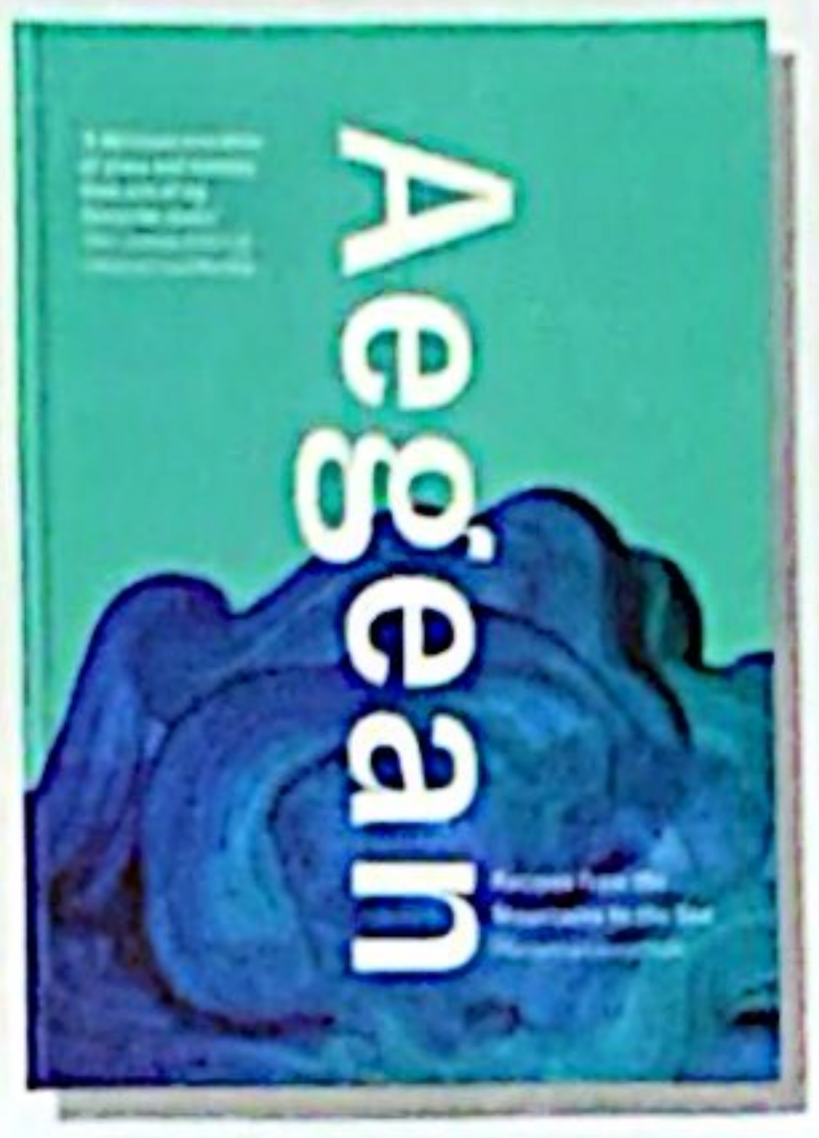
Eating your lunch on the run means you will probably eat faster and enjoy the food less, according to psychologists from the University of South Florida. But once you have finished eating, their research showed that it is best to stand up and move around. In their study, they asked 358 participants to rate their stress levels while eating sitting or standing. Those who ate while seated said they enjoyed their meals more, but scientists found that the people who walked around digested their meal about five minutes faster than the people lying down or sitting.

Adapted from The Times

5 LISTENING

a Look at the photo and read about Marianna Leivaditaki. What has she achieved in her career so far? What kind of food do you think she specializes in?

Marianna Leivaditaki

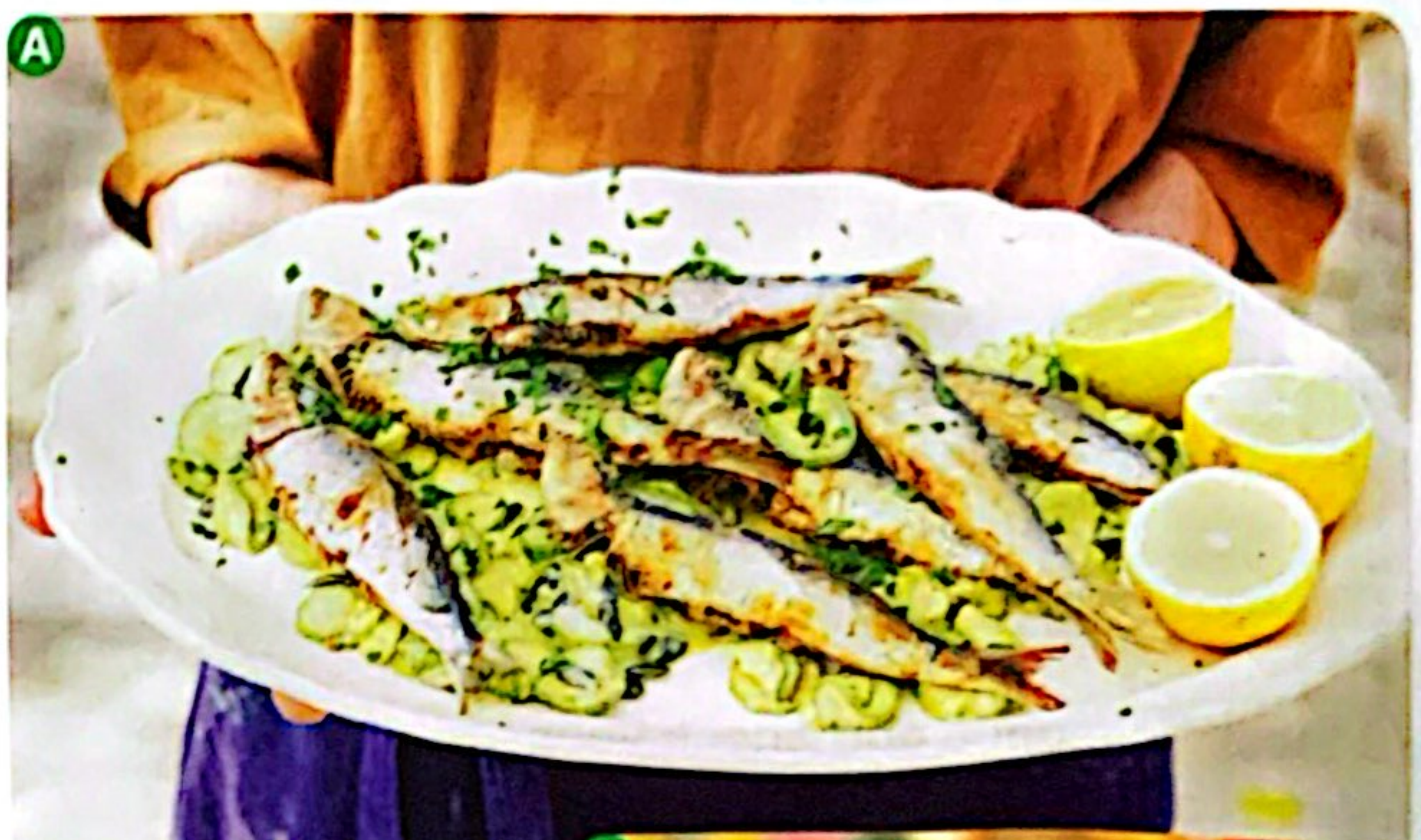


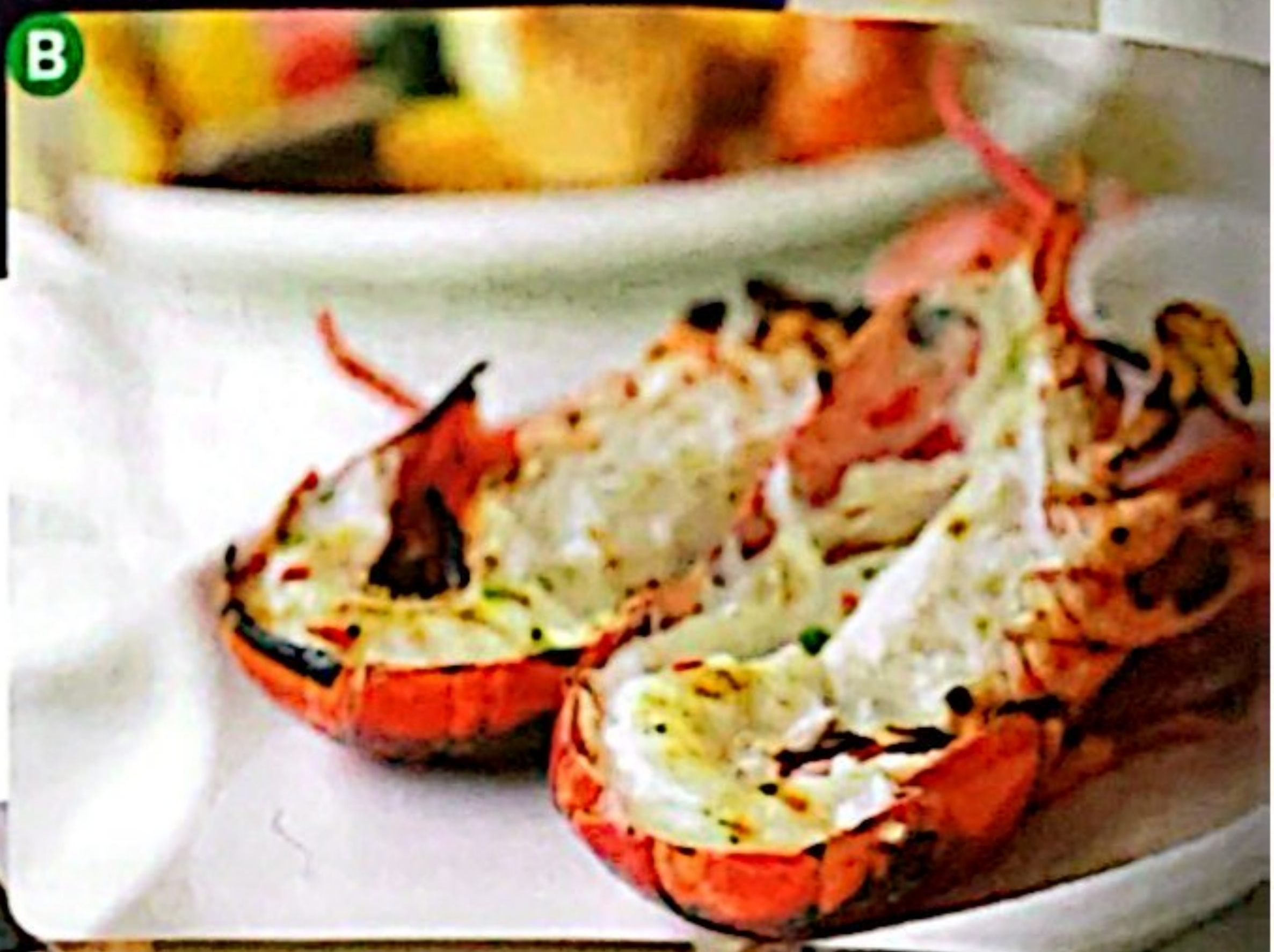
is a food consultant and chef, who for many years ran a very successful London restaurant, Morito, on Hackney Road. She is the author of a cookery book called *Aegean*, and has written food columns for many national newspapers.

She was born on the island of Crete, in Greece. Her father was a Cretan fisherman and her mother was Scottish. Together they ran a seafood restaurant and Marianna first learned to cook there. She loves traditional food as well as going to new places and learning new things.

Marianna says: 'The way I cook is the way I think; lots of things are happening at the same time. When I think of new dishes, my inspiration comes mostly from people, travelling, and creating marriages between the old and traditional to create something new and different.'

b You're going to watch Part 1 of an interview with Marianna where she talks about her childhood in Crete. Look at photos A–E. What can you see in them?


A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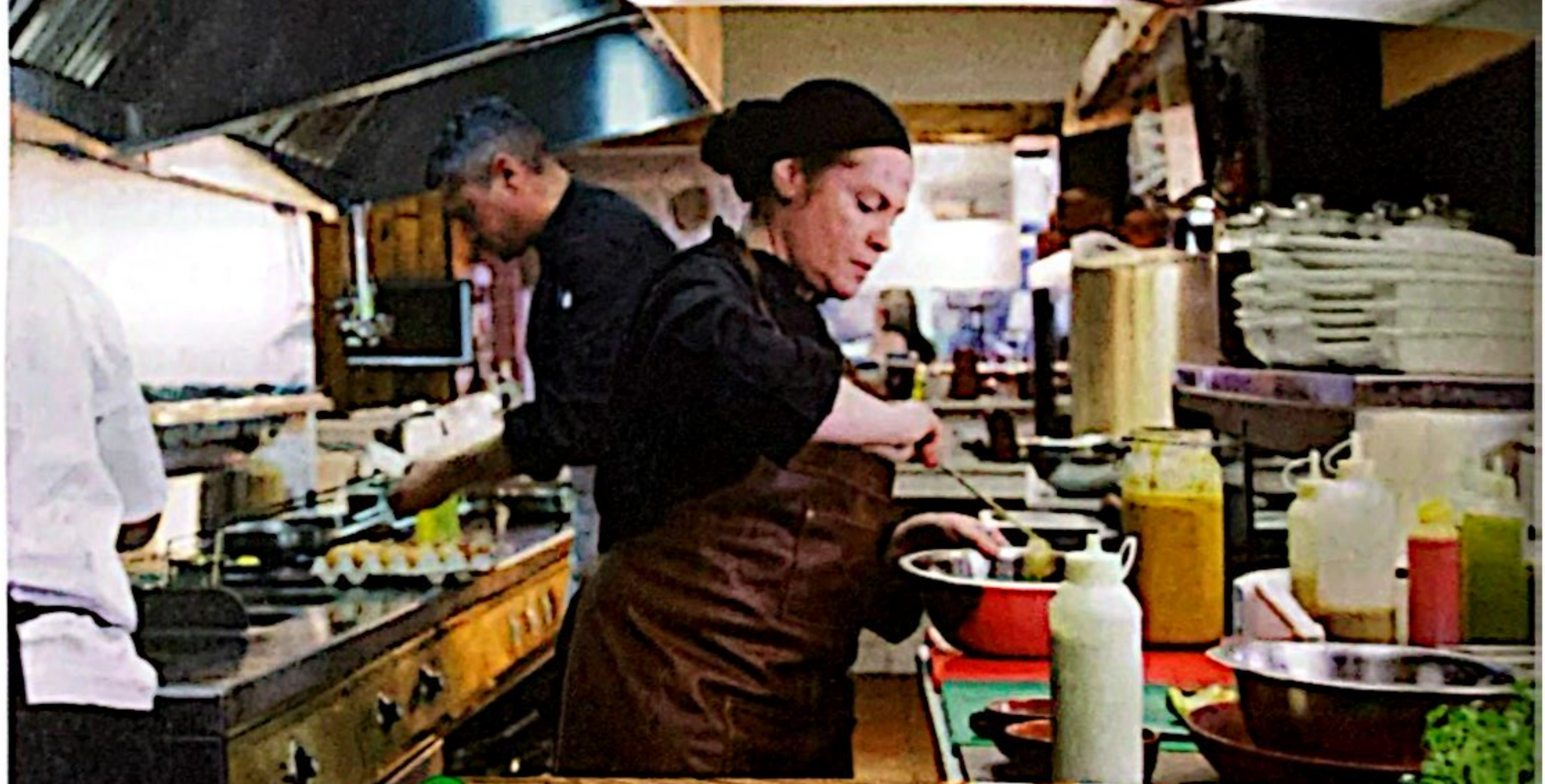
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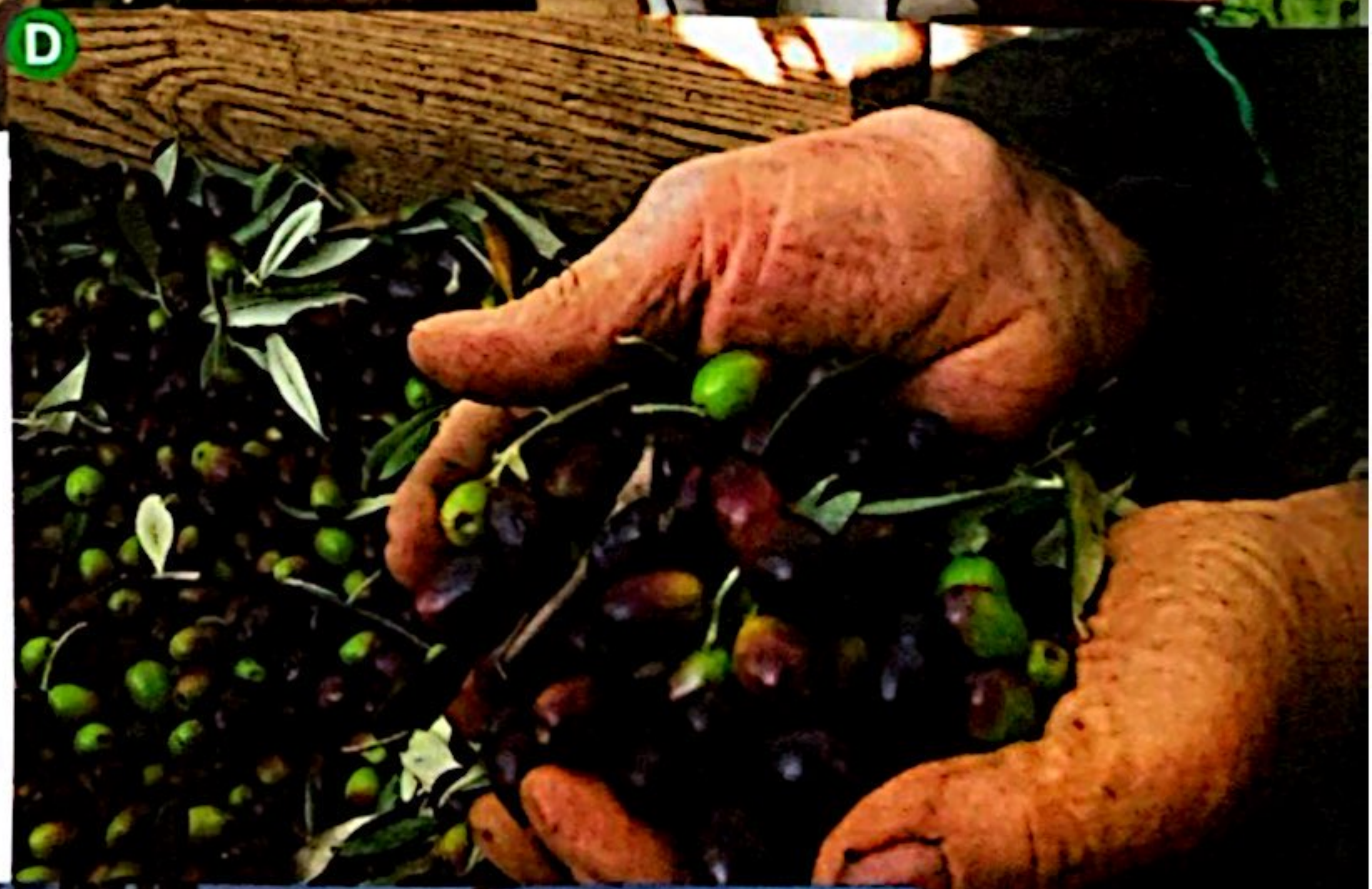
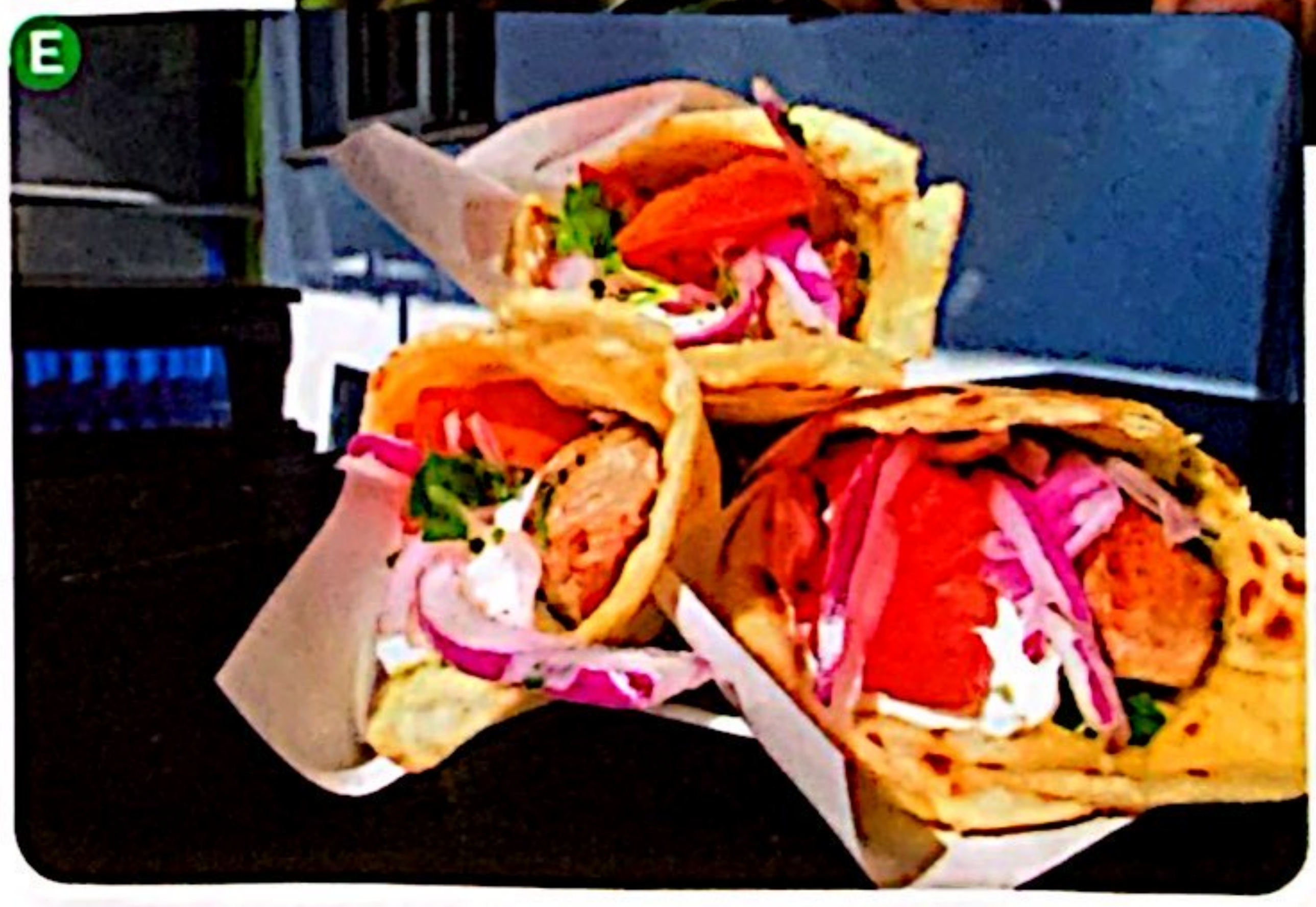

D


E

c **Video** Watch *In conversation with Marianna Leivaditaki* Part 1 and check. Which photo does she say these things about?

1 B 'We got to enjoy every single one of them.'
2 C 'I absolutely loved doing that.'
3 A 'It's my number one choice every time.'
4 E 'Delicious street food.'
5 D 'She used to know everything about foraging wild food.'

Glossary
foraging searching (usually in the countryside or by the sea) for things you can eat

d Watch again. What does she say about the following?

1 why they ate 'a funny mixture' of food at home
2 the price of fish in Crete
3 her blue notebook
4 her aunt, Koula
5 eating out in the evening

e **Video** Now watch Part 2. Then number these events in her life in order (1–7). What details can you remember about each one?

A ☐ She got a job at Moro restaurant.
B ☐ She studied psychology at the University of Kent.
C ☐ She went travelling round Southern Europe and to Ecuador.
D ☐ She worked in her family restaurant in Crete.
E ☐ She wrote a recipe book.
F ☐ She had her son, Ermis.
G ☐ She opened Morito restaurant.

f What about you? Answer the questions with a partner.

1 What was your favourite food when you were a child?
2 What kind of things did your mother or father cook? Do you still eat them?
3 Do you have a favourite restaurant or café? What do you like most about it – the food, the atmosphere, the service, or the price?

6 GRAMMAR present simple and continuous, action and non-action verbs

a Look at three sentences from the interview. Circle the correct verb form.

1 I used to collect lots of recipes and write them down in my blue notebook, which I still [✓ *have*] / *am having*, by the way.
2 Now, [✓ *I'm doing*] / *I do* a lot of different things, and they're ~~all very~~ creative.
3 I have also written *Aegean*, which is my own cookbook, and it's like a life journal which I [✓ *love*] / *am loving* and will cherish forever.

b 1.8 Listen and check. Why do you think she uses each form?

c Ⓖ **Grammar Bank 1A** *p.218*

d Make questions to ask a partner with the present simple or continuous. Ask for more information.

On a typical day

- What / usually have for breakfast?
- / drink fizzy drinks, e.g. Coke? How many glasses / drink a day?
- Where / normally have lunch?
- What / usually have for lunch during the week?
- / ever cook? What / make?
- / prefer eating at home or eating out?

At the moment / Nowadays

- / take vitamins or food supplements at the moment?
- / try to cut down on anything at the moment?
- / need to buy any food today?
- / want anything to eat right now?
- / the diet in your country / get better or worse?

7 SPEAKING

a Read statements 1–6 and decide if you agree or disagree. Think of reasons and examples.

Do you agree?

1 Good service is more important than good food.
2 You should never have to pay for bread or water in a restaurant.
3 Everybody should learn to cook at school.
4 Cheap restaurants always serve bad food.
5 Waiters should earn a good salary and tips should be banned.
6 When you eat out, the best thing to order is something you can't cook yourself.

b In pairs or groups, discuss each statement for at least two minutes. Say if you agree with the statements or not, and why. Use the language from the information box.

Agreeing and disagreeing

I agree I don't agree I disagree	with that. with you.
I think I don't think	that's true. you're right.
I think it depends.	

1B Happy families?

G future forms: present contin
be going to, will / won't
V family, adjectives of persona
P sentence stress, word stress

Are you seeing your grandparents this weekend?

No, but I'll probably see them next week.

1 VOCABULARY & SPEAKING family

a With a partner, decide what the difference is between...

1 *a father* and *a parent*
2 *a single mother* and *a stepmother*
3 *a brother* and *a brother-in-law*
4 *a grandfather* and *a great-grandfather*
5 *an adopted child* and *an only child*
6 *brothers and sisters* and *siblings*
7 *your immediate family* and *your extended family*
8 *a blended family* and *a multi-generational family*

b You're going to watch a video about modern British family life. First, read some facts from recent surveys and guess the missing words or phrases.

FAMILY LIFE IS CHANGING

Structure

10% of single parents are ^{1}__________.

On average, women ^{2}__________ __________ at 32 and men at 34.

28% of people aged 20–34 live with ^{3}__________ __________.

33% of UK families have at least three generations living in the same household.

Habits

25% of British families only ^{4}__________ together once or twice a week, and 10% never ^{5}__________ at the same time.

19% of people have family members who they never ^{6}__________ to.

Having a ^{7}__________ nearby can increase happiness by 25%.

c **Video** Watch the video and check your answers to **b**.

d Read questions 1–8. Can you remember any of the information? Compare with a partner. Then watch again and complete your answers.

Structure

1 What does 'cohabiting couples' mean?
2 What do 45% of families have one of, 40% have two of, and 15% have three or more of?
3 97% of marriages are between what kind of couples?
4 What kind of family are 33% of British families now described as?

Habits

5 What do 34% of families do while watching TV?
6 What does the average family only do twice a month?
7 How are 75% of people happiest? And 17%?
8 What does the average family have twice a day? Why?

e Are there any statistics which you think would be very different in your country? Why?

f Read the questions and think about your answers. Then ask and answer in pairs or small groups.

Do you have a big family? Who do you live with? How often do you...?

- have a meal with your family
- go out for a meal or to the cinema, etc. with a family member
- see your extended family

Do you spend more of your free time with family or friends? Why?

Are there any members of your family who you have very little contact with? Why?

What do you and your family mainly argue about?

Politely refusing to talk about something

Occasionally, you may be asked a question that you feel uncomfortable answering. Respond politely with *I'm sorry, I'd rather not talk about that.*

Mediation You work for an international advertising company and you are helping a colleague prepare for a presentation about how families are changing around the world. Tell your colleague some key points from the video about modern British family life. Try to use your own words.

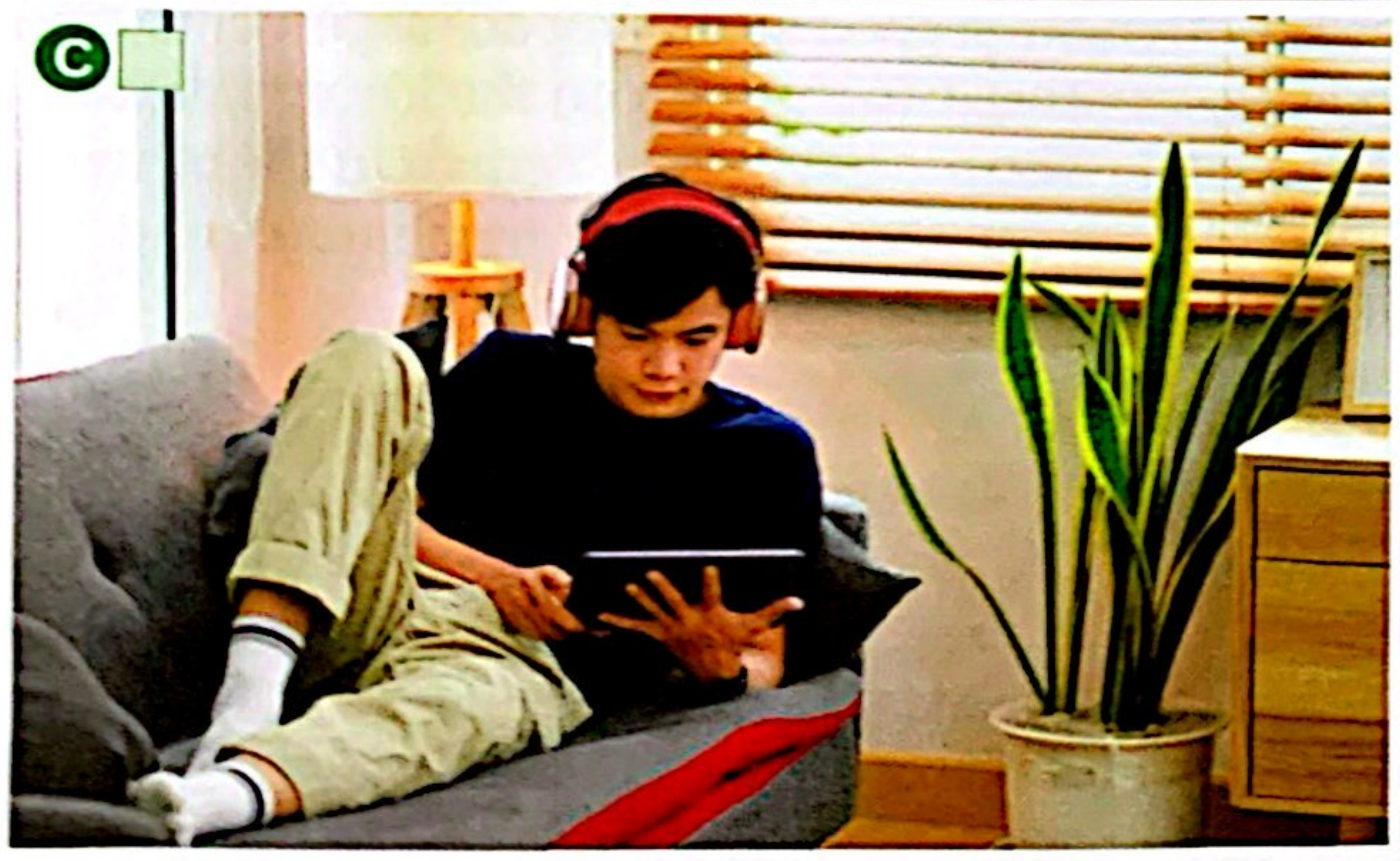
2 GRAMMAR future forms

a 🔊 **1.12** Listen to three conversations between different family members. Match them to photos A–C. What are the people talking about?

Ⓐ ☐

Ⓑ ☐

Ⓒ ☐



b Listen again and complete two sentences from each conversation.

1 a I'm not ____________ to university.
b ____________ you a cup of tea?
2 c I ____________ the night there.
d It ____________ cold tonight.
3 e You ____________ too fast.
f I ____________ really careful.

c Which sentence (a–f) do you think is...?

☐ a plan or intention
☐ an arrangement
☐ a promise
☐☐ a prediction
☐ an offer

d Ⓖ **Grammar Bank** 1B *p.219*

3 PRONUNCIATION & SPEAKING
sentence stress

Sentence stress

In spoken English, we stress the 'content' words – the words in a sentence which carry the information. We don't stress the other words. Being aware of this will help you to speak with a natural rhythm and understand spoken English better.

a 🔊 **1.17** Read the sentence. Do you think the pink words are stressed or unstressed? Listen and check.

I'm going to look for a job.

b 🔊 **1.18** Listen to four more sentences. Write the stressed words in the pink boxes.

1 ______ sister's having ______ ______ ______ ______.
2 ______ ______ ______ ______ ______ ______
______ ______?
3 ______ ______ ______ ______ ______ ______
______ ______ ______ ______?
4 ______ ______ ______ ______ ______ ______
______ ______ ______?

c Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

d Listen again and repeat the sentences. Copy the rhythm.

e Ask and answer the questions with a partner. Try to get the correct rhythm.

Is anyone in your family...?

- getting married in the near future
- travelling abroad this month
- having a baby this year
- celebrating their birthday soon

Are you going to...?

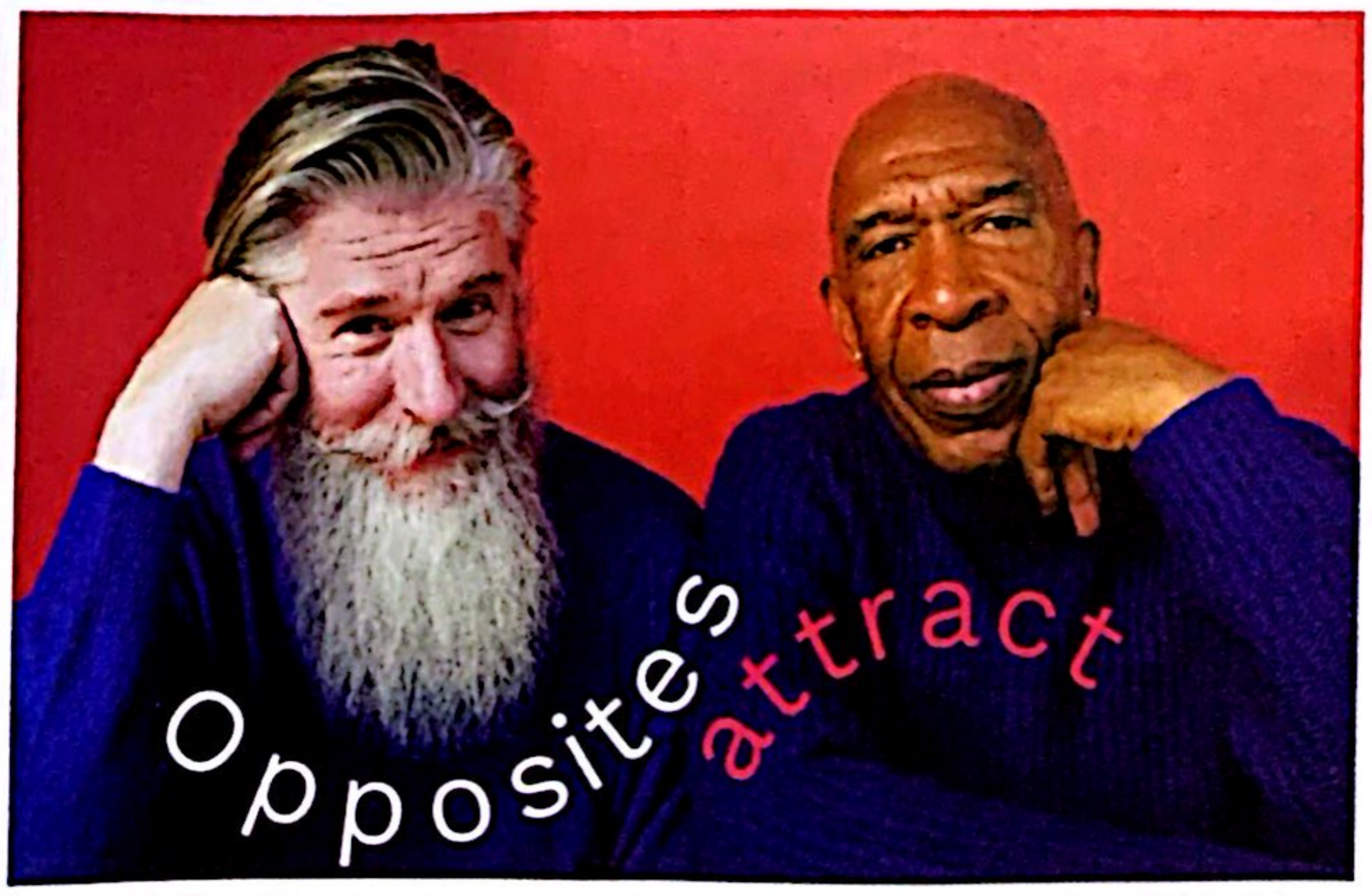
- do something with a family member this week
- have a big family get-together soon
- go on holiday with your family this year
- visit a relative this weekend

Do you think...?

- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 100 or older
- you'll move away from (or back to) the area where your family live

4 VOCABULARY adjectives of personality

a Complete the opposite adjectives in sentences 1–5.



1 Tom's extrovert, but Leo's sh☐.
2 Tom's generous, but Leo's m☐☐☐.
3 Leo's hard-working, but Tom's l☐☐☐.
4 Tom's talkative, but Leo's q☐☐☐☐.
5 Tom's funny, but Leo's se☐☐☐☐☐.

b Ⓥ **Vocabulary Bank** Personality *p.239*

5 PRONUNCIATION word stress

a Underline the stressed syllable in the multi-syllable adjectives.

1 an|xious am|bi|tious ge|ne|rous re|be|lli|ous
2 so|cia|ble re|li|a|ble
3 re|spon|si|ble sen|si|ble
4 com|pe|ti|tive tal|ka|tive sen|si|tive
5 un|friend|ly in|se|cure im|pa|tient i|mma|ture

b **1.21** Listen and check. Then listen again and repeat. Are prefixes (e.g. *un-*, *in-*) and suffixes (e.g. *-ous*, *-ble*, *-tive*) stressed?

6 READING

a What's your position in your family? Are you the oldest child, a middle child, the youngest child, or an only child?

b Look at four groups of adjectives. Which group do you think goes with each position in the family (e.g. the oldest)?

1 outgoing, charming, and disorganized
2 responsible, ambitious, and anxious
3 self-confident, independent, and spoilt
4 sociable, sensitive, and unambitious

c Read the article and check your answers. Do you think it's possible that birth order affects personality?

How birth order influences your personality

I'm the youngest,
so I'm rebellious.

A common theory supported by many psychologists is that our position in the family – that is, whether we're an oldest child, a middle child, a youngest child, or an only child – is the strongest influence on our character and personality. So what influence does it have?

The oldest child

Firstborn children often have to look after their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious and they make good leaders. On the negative side, oldest children can be insecure and anxious. This is because ¹H.

The middle child

Middle children are more relaxed than the oldest children, probably because ²☐. They're usually very sociable – the kind of people who get on with everybody. They are also usually sensitive to what other people need, because ³☐. For the same reason, they're often quite good at sorting out arguments, and they're always sympathetic to the ones on the *losing* side, or in general, to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

The youngest child

Youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters. They are often more rebellious, and this is probably because ⁴☐. They can also be immature and disorganized, and they often depend too much on other people, because ⁵☐.

The only child

Only children usually do very well at school, because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent, as they spend so much time by themselves. And because ⁶☐, they're often very organized. Only children can sometimes be spoilt, because ⁷☐ by their parents. They can also be quite selfish and get impatient, especially when things go wrong. This is because ⁸☐.

However, not all psychologists agree. Several large and recent studies suggest that although some birth order effects exist, they make only a small difference to personality. Psychologist Ralph Hertwig thinks that birth order influences personalities in children, but those effects vanish when people become adults.

d **Exam** Read the article again and match gaps 1–8 to reasons A–H.

- A they grew up between older and younger brothers and sisters
- B it's easier for them to break the rules – by the time they were born, their parents were more relaxed about discipline
- C their parents were more relaxed themselves by the time the second child arrived
- D they are given everything they ask for
- E they have always been the baby of the family
- F they spend a lot of time with adults
- G they've never had to sort out problems with other brothers and sisters
- H ~~when the second child was born, they lost some of their parents' attention, and maybe they felt rejected~~

e Read the paragraph that applies to you again. Do you think the description of personality is true for you? Are any of the other descriptions true for people you know, e.g. your brothers and sisters, or friends?

7 LISTENING & SPEAKING

a You're going to hear two people talking about a time when one of their siblings behaved badly. Look at some words and phrases from each story. With a partner, try to predict what happened.

Adam's story

rivalry

eldest

lock on bedroom door

brother hated

arguing

chased

locked the door

Doc Martens

kicked

damaged

parents furious

Cecile's story

four years old

violin lessons

loved it

practise

older brother

accompany on piano

good at music

faster and faster

couldn't keep up

burst into tears

b 1.22 Listen to the stories. Were your predictions correct?

c Listen again and answer the questions for Adam and Cecile. Which sibling do you think behaved worse?

1 How old were they?
2 What bad thing did their sibling do?
3 What happened in the end?

d Can you remember a time when you were young and you behaved badly to a sibling or a friend, or they did to you? Tell the story, answering the questions in **c**.

8 WRITING describing a person

a Read Ella's 'self-portrait' poem. Then write your own poem using the instructions below. Swap poems with a partner.

① Ella
② affectionate, honest, imaginative, moody
③ oldest daughter of Joe and Magda
④ likes music, Diet Coke, and sunny days
⑤ afraid of lifts and other small spaces
⑥ would like to see elephants in the wild
⑦ Williams

Instructions

line 1 – your first name
line 2 – four adjectives that describe you
line 3 – where you are in your family, and your parents' names
line 4 – three things you like
line 5 – something you are afraid of
line 6 – something you would like to do
line 7 – your last name

b **Writing Bank 1** *p.197* Write an email describing a friend.

EPISODE 1
PICTURES OF YOU

Surprise meetings

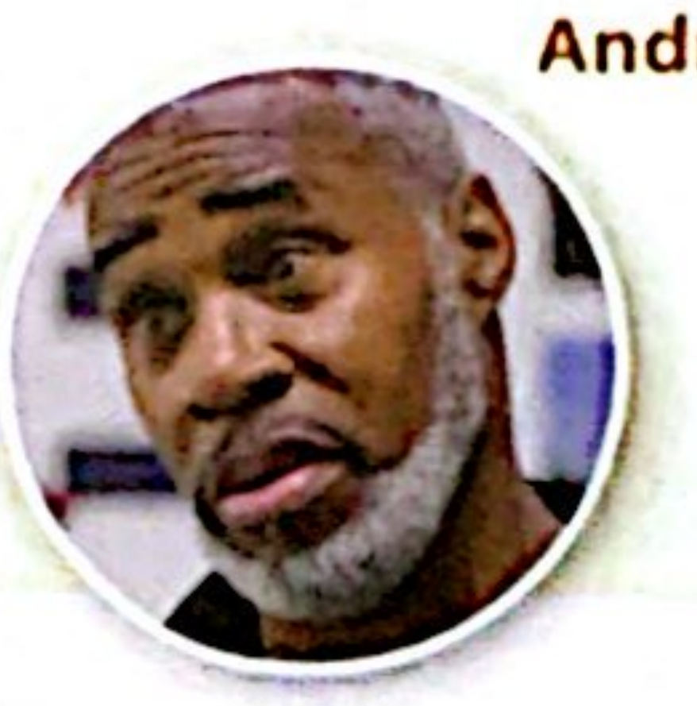
Practical English reacting to what people say

THE STORY SO FAR

Video Watch *The story so far*. What do you find out about these people?

Ben

Izzy


Andre

Carla

Max

Emma

Pam

1 WHERE ARE THEY NOW?

a **Video** Watch *Where are they now?* Then answer the questions.

1 How much time has passed since the end of Season 2?
2 Who is Izzy calling? What about?
3 Where does Pamela meet Ben? What does he show her?

b Watch again. Then complete the sentences with *Ben*, *Dominic*, *Izzy*, *Pamela*, or *Max*.

1 ________ is now ________'s boss.
2 ________ hasn't finished the designs for a new magazine feature.
3 ________ and ________ are giving a presentation to ________ tomorrow morning.
4 ________'s photography show opens on Friday.
5 ________ really wants to see Ben's photos.

2 REACTING TO WHAT PEOPLE SAY

a **Video** Watch *Reacting to what people say*. Then answer the questions.

1 Why is Izzy pleased for Carla?
2 Why is Carla pleased for Izzy?
3 Has Izzy seen Ben recently?

b Look at some extracts from the conversation. Try to remember the missing words. Then watch again and check.

Carla Izzy? Hi! It's been so long!
Izzy Carla! I don't 1________ it! Do you still work here?

Carla It's my café now!
Izzy You're kidding! That's 2________! Congratulations!

Izzy I got a promotion and I'm Max's boss now.
Carla 3________? Wow! That's great 4________! Good for you.

Carla So, have you seen Ben recently?
Izzy No. I haven't seen him in more than a year.
Carla Oh, that's a 5________.

Izzy How's he doing?
Carla Really good, actually. He's having a big photography show soon.
Izzy 6________ fantastic! I'm so happy for him.

Izzy Hello. Oh 7________! One moment. Sorry, Carla. I have to go, it's work.
Carla No problem! It was lovely to see you.

c **Video** Watch and repeat the highlighted phrases and sentences in **b**. Copy the rhythm and intonation.

Reacting to what people say

What you say when you hear...

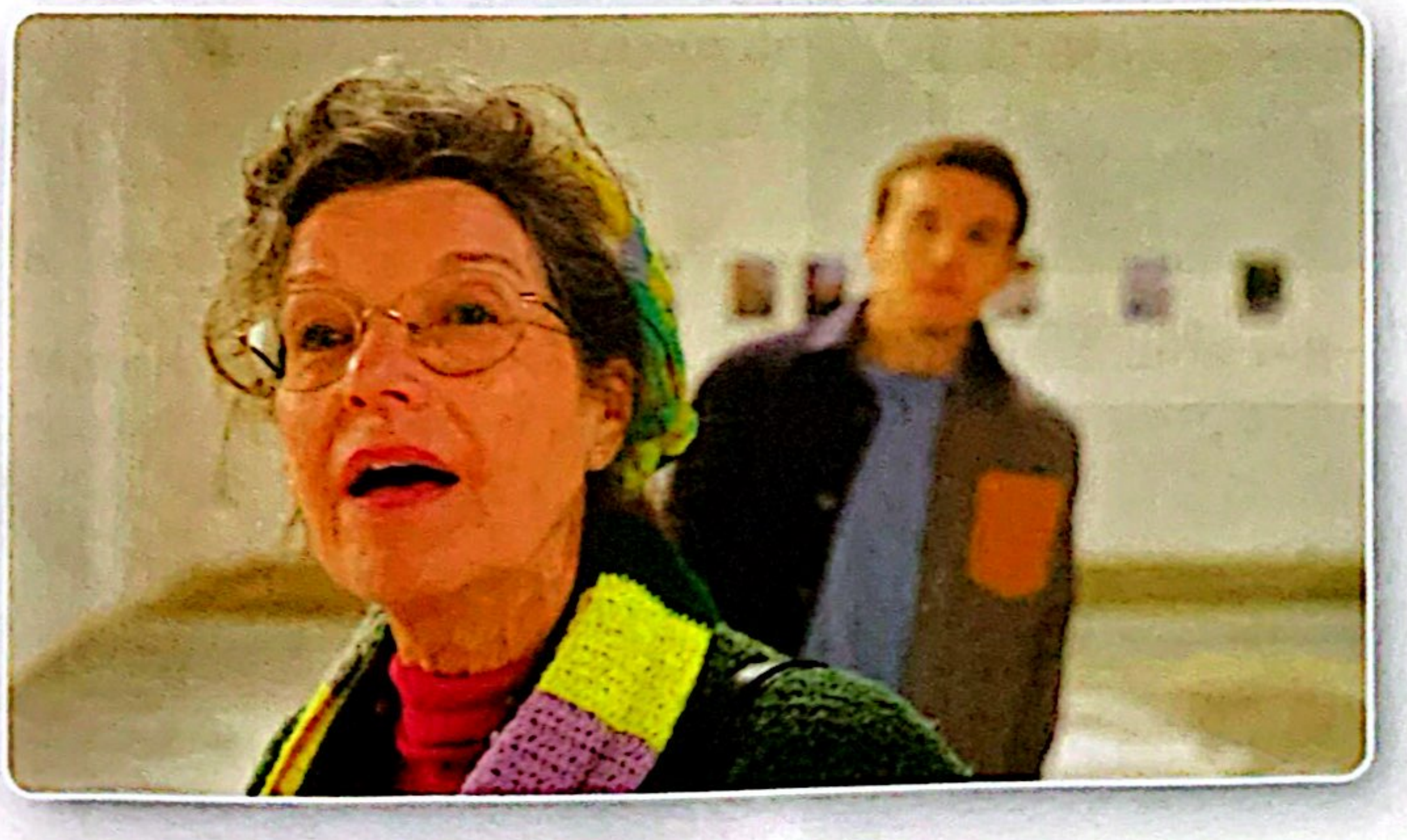
something surprising	*I don't believe it!* *You're kidding!*
something interesting	*Really?*
some good news	*That's amazing!* *Congratulations!* *Wow!* *That's great news.* *Good for you.* *How fantastic!*
some bad news	*That's a pity.* *Oh no!*

d Practise the extracts in **b** with a partner. Then change roles.

e Ⓒ **Communication** How fantastic! **A** *p.186* **B** *p.191* Practise reacting to news.

3 FEELING CONFIDENT?

a Video Watch *Feeling confident?* Do you think a) Ben's exhibition, b) Izzy's presentation are going to be a success?



b Watch again. Then answer the questions.

1 How does Pamela feel about...?
  a Ben's photos
  b Ben and Izzy breaking up
2 How does Ben feel about...?
  a his career and future
  b Izzy's promotion
  c the break-up with Izzy
  d the rent he has to pay for the gallery
3 How does Izzy feel about her meeting with Dominic?
4 How does Dominic feel about the meeting?

4 SOCIAL ENGLISH

a Match a phrase from **A** to a response in **B**.

A	B
1 Don't worry. I'll finish them and Dominic will love them.	☐ Really? Well, say hi from me.
2 What a surprise! How are you?	☐ Oh, that's a shame, Ben.
3 These photographs are fantastic, Ben. Congratulations.	☐ Great to see you too, Pamela. Take care.
4 In fact, I'm seeing her later. We're meeting for coffee.	☐ Oh, hi, Pamela. Wow! Nice to see you.
5 I haven't seen Izzy since we broke up.	☐ I hope so. I'm relying on you.
6 It was good to see you, Ben.	☐ Hey, thanks, Pamela.

b Video Watch and check.

c Practise the phrases and responses in pairs. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy and Ben. Do you think they're happy with their lives? How do you think they feel about each other now?

1A How we eat

G present simple and continuous, action and non-action verbs
V food and cooking
P short and long vowel sounds

1 VOCABULARY food and cooking

a **Circle the word that is different. Explain why.**

1 peach [✓ chicken] raspberries pear
The others are all fruit________.

2 pork lamb squid beef
The others are all ________.

3 melon cherries peach cucumber
The others are all ________.

4 beans beetroot cabbage duck
The others are all ________.

5 lemon salmon grapes cherries
The others are all ________.

6 courgette crab mussels prawns
The others are all ________.

b **Match the words from the list to definitions 1–8.**

aubergine avocado lobster mango
melon red pepper squid ~~tuna~~

1 a large sea fish that we eat
tuna________

2 a vegetable with dark purple skin
____

3 a tropical fruit with hard, dark green skin, light green flesh, and a large seed inside
____

4 a sea animal with a soft body, eight arms, and two tentacles
____

5 a red vegetable that is empty inside
____

6 a tropical fruit which has a yellow and red skin and is yellow inside
____

7 a sea creature with a hard shell and eight legs
____

8 a large round fruit with a thick yellow or green skin and a lot of seeds
____

c **Complete the sentences with a word from the list.**

beef cabbage ~~cucumber~~ prawns raspberries salmon

1 Can you get a cucumber________ when you go shopping? I want to make a salad.

2 When you are buying meat, chicken is usually cheaper than ________.

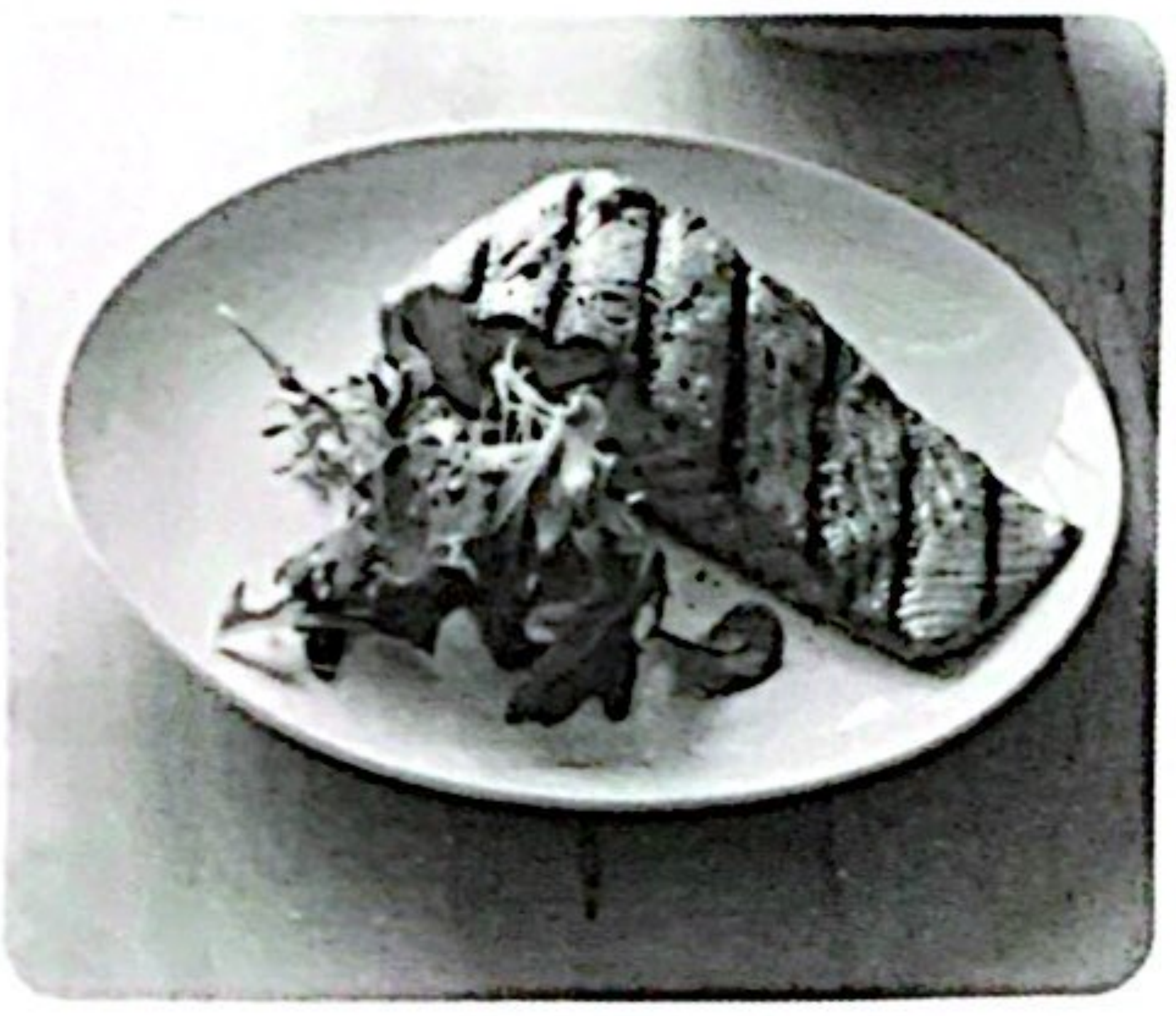
3 I've just picked some ________ – let's have them for dessert.

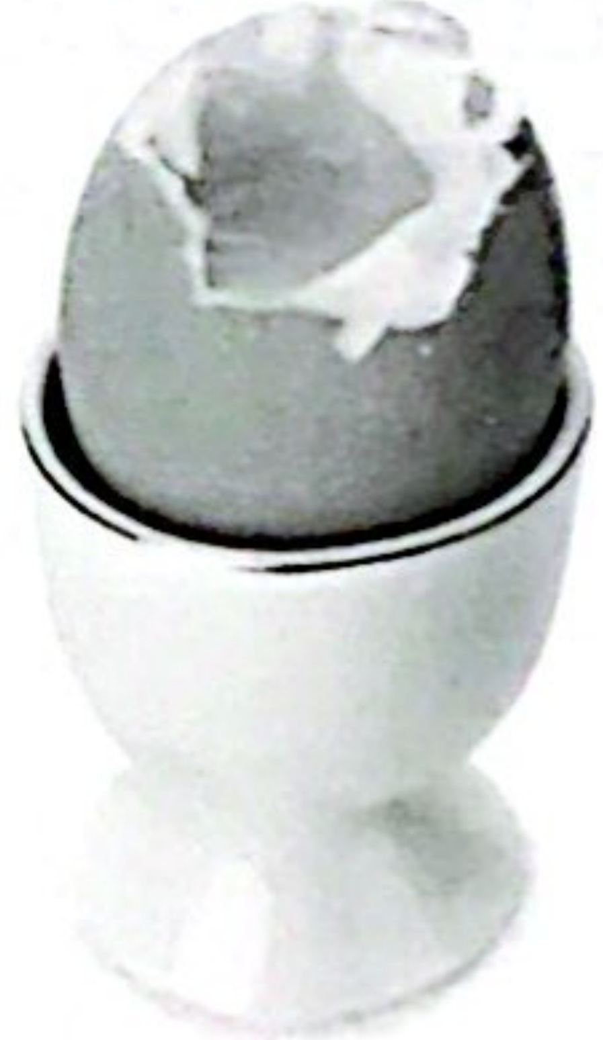
4 This restaurant serves delicious seafood – the ________ are excellent.

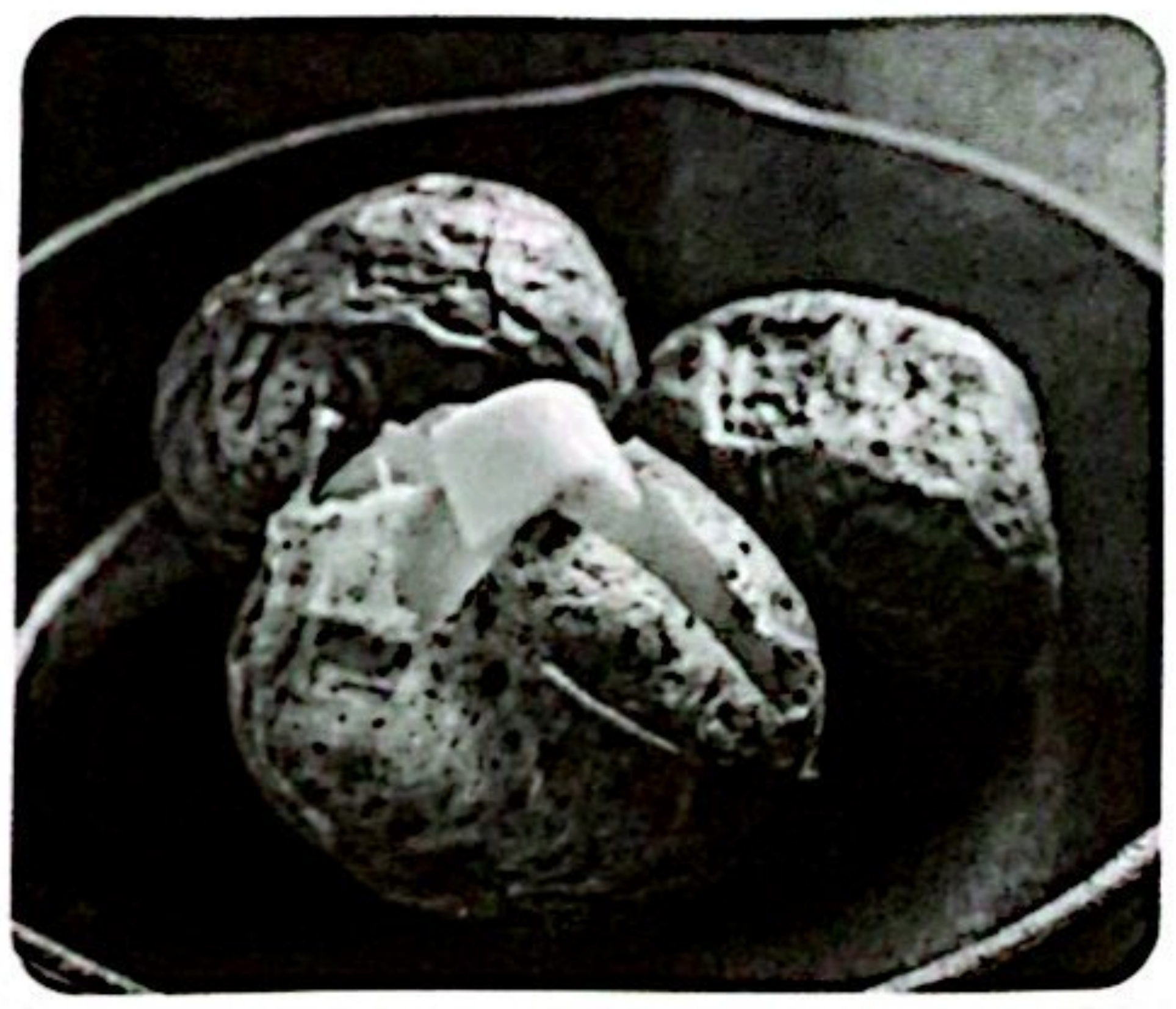
5 Many people don't eat enough green vegetables such as ________.

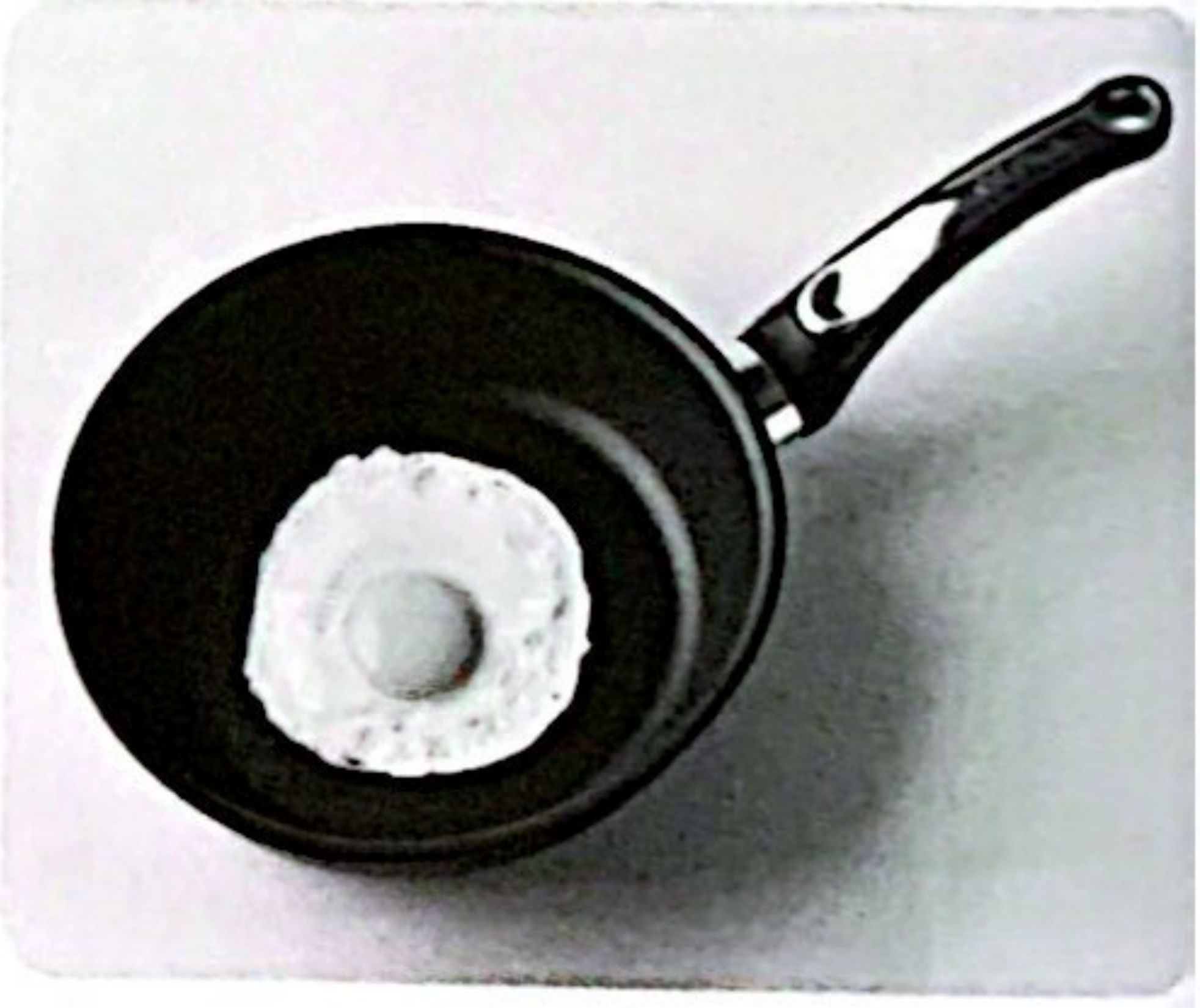
6 Do you prefer sushi made with tuna or ________?

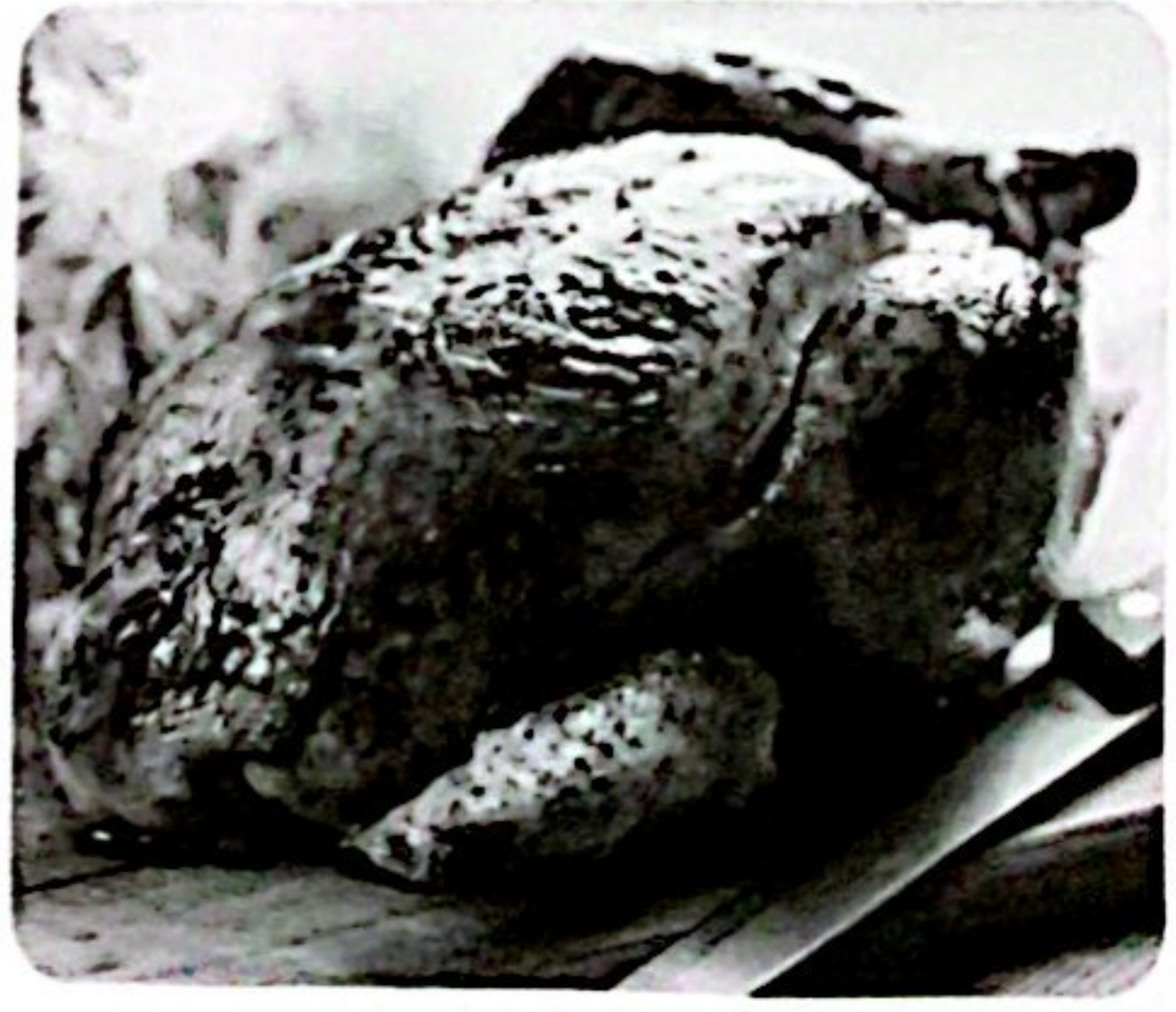
d **Label the pictures.**

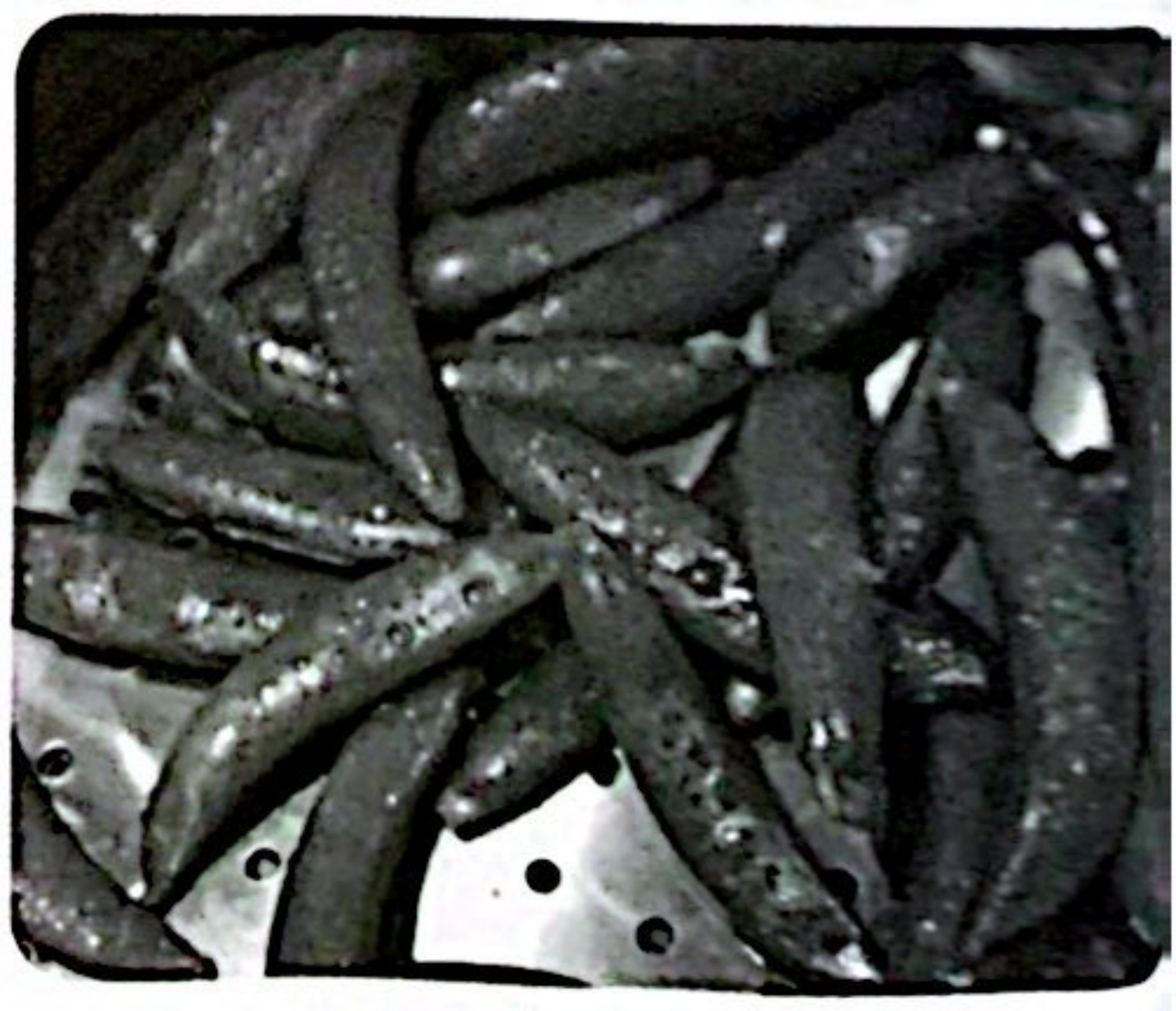

1 grilled________ salmon


2 ________ egg


3 ________ potato


4 ________ egg


5 ________ chicken


6 ________ peas

e **Complete the sentences with a word from the list.**

fresh frozen low-fat raw spicy ~~tinned~~

1 We don't need tinned tomatoes; we need fresh ones.
2 Are there any ____________ peas in the freezer?
3 I don't like ____________ fish, so I never eat sushi.
4 Let's be healthy and have ____________ yogurt instead of cream with our dessert.
5 We buy ____________ bread from the baker's every morning.
6 Mexican food can be very ____________.

f **Match the phrasal verbs in bold in questions 1–3 to definitions a–c.**

1 Are there any food or drinks you'd like to **cut down on**? Which one(s)? c
2 Have you ever tried to **cut out** any food or drinks completely? Which one(s)? ____
3 Where do you usually go when you want to **eat out**? What do you usually have? ____

a to stop eating something completely
b to have lunch or dinner in a restaurant
~~c to eat less of something~~

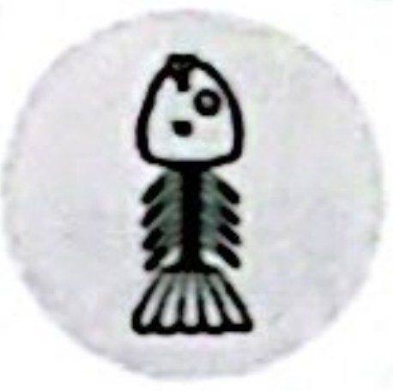
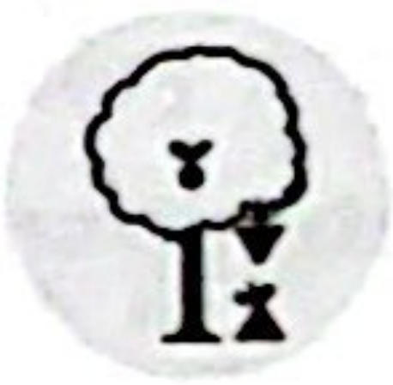
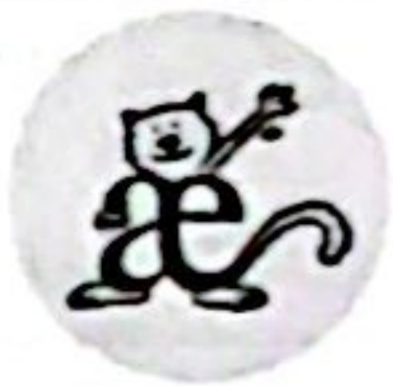
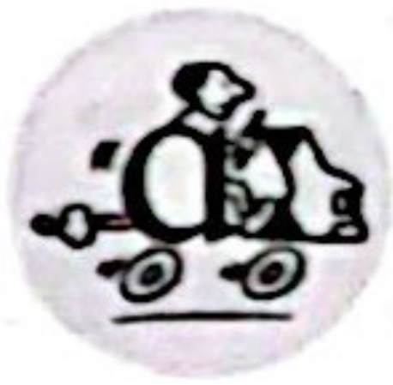
g **Answer the questions in f.**

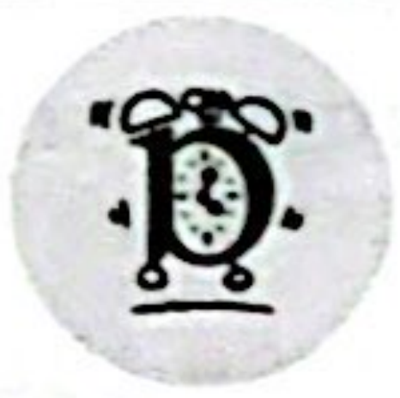
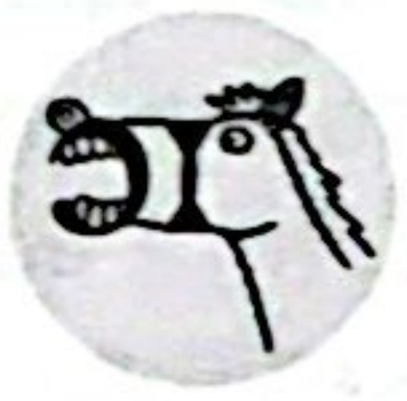
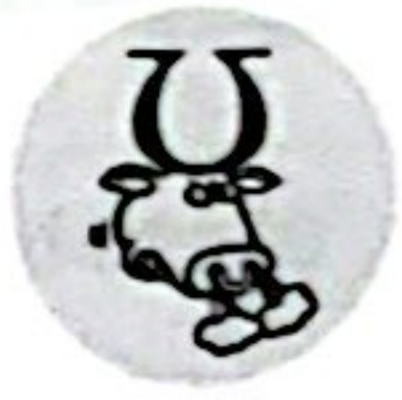
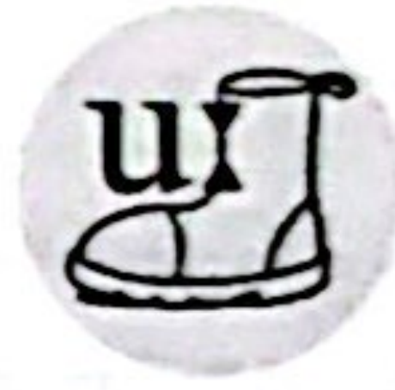
1 ________________________________
2 ________________________________
3 ________________________________

2 PRONUNCIATION short and long vowel sounds

a **Write the words in the chart.**

~~beef~~ carton chicken chocolate cookie crab cucumber jar mango peach pork prawns sausage squid sugar tuna

 1 fish	 2 tree	 3 cat	 4 car
	beef		

 5 clock	 6 horse	 7 bull	 8 boot

b **1.2 Listen and check. Then listen again and repeat the words.**

c **Write the words.**

1 /bɔɪld/ boiled
2 /ˈkæbɪdʒ/ ____________
3 /ˈspaɪsi/ ____________
4 /rəʊst/ ____________
5 /ɡreɪps/ ____________
6 /fruːt/ ____________
7 /beɪkt/ ____________
8 /ˈmelən/ ____________
9 /ˈəʊbəʒiːn/ ____________

d **1.3 Listen and check. Then listen again and repeat the words.**

3 **GRAMMAR** present simple and continuous, action and non-action verbs

a Complete the sentences with the present simple or continuous form of the verbs in brackets.

1 I sometimes feel________ tired after lunch. (feel)

2 We __________ usually __________ late at the weekend. (not get up)

3 __________ you __________ the TV, or can I turn it off? (watch)

4 My boss ______________ to work every morning. (cycle)

5 Can you call back later? I can't hear you – we ______________ a party, and the music is very loud. (have)

6 There's a man in our neighbours' garden. What __________ he __________? (do)

7 How often __________ your teacher __________ you homework? (give)

8 I ______________ chocolate this month. I need to cut down on sweet things. (not eat)

9 My mother __________ often __________ exercise. (not do)

10 My girlfriend has stopped eating snacks. She ______________ to be healthier. (try)

b Correct any mistakes in the highlighted phrases. Tick (✓) the correct sentences.

1 I like your jacket. Is it new? ✓

____

2 Something is smelling good. What are you making? ✗

Something smells good.

3 That cake is looking delicious. Did you make it? ☐

____

4 I don't know what to cook for dinner. ☐

____

5 Are you thinking the fish is cooked now? ☐

____

6 Can I call you back? I'm having lunch right now. ☐

____

7 This soup tastes quite spicy. What's in it? ☐

____

8 I'm loving all kinds of vegetables. There aren't any I don't eat. ☐

____

c Complete the sentences using the correct form of the verbs from the list.

believe not belong ~~drive~~ play not recognize not sleep sound not use

1 I can't talk now, I'm driving________. I'll call you when I get to the office.

2 I think your boyfriend is telling the truth – I ______________ him.

3 Can you turn off your computer if you ______________ it?

4 This bag ______________ to me. Is it yours?

5 Sarah isn't at home. She ______________ tennis.

6 I'm tired because I ______________ well at the moment.

7 I ______________ that woman. Do you know who she is?

8 That music ______________ awful. Would you mind turning it down?

d Write questions.

1 what / you / do right now

What are you doing right now ______________?

2 where / you / usually do your homework

______________?

3 why / you / study English

______________?

4 you / think English is easy

______________?

5 you / enjoy the classes at the moment

______________?

6 what / you / usually do after the class

______________?

e Write an email to your teacher. Use the questions in d to help you.

Hi ______________,

Right now, I'm doing my English homework.

____

____

____

____

____

Hope you're well.

Best wishes

____

1B Happy families?

G future forms: present continuous, *be going to*, *will / won't*
V family, adjectives of personality
P sentence stress

1 VOCABULARY family, adjectives of personality

a Complete the sentences with family words.

1 Your mother and father are your parents____.
2 Your grandfather's father is your gr____-gr____.
3 A child who has no brothers or sisters is an o____ ch____.
4 A family that has three or more generations is a m____-g____ family.
5 A child who legally becomes a part of a family that is not the one they were born into is an a____ ch____.
6 Your partner, children, parents, and brothers and sisters are your i____ family.
7 Your father's new wife is your st____.
8 Your wife or husband's brother, or your sister's husband, is your br____-i____-l____.
9 A family of two parents and children from their own relationship and from previous ones is a b____ family.
10 Your brothers and sisters are your s____.
11 Your grandparents, aunts, uncles, and cousins are your e____ family.

b Look at the **bold** adjectives of personality. Match 1–10 to a–j.

1 Eddie's very **charming**. d
2 Cathy's really **sociable**. ____
3 My nephew is very **mature** for his age. ____
4 Laura's very **imaginative**. ____
5 Ali's so **bossy**. ____
6 My boss is really **moody**. ____
7 It isn't fun playing tennis with my sister because she's so **competitive**. ____
8 I'm lucky to have a friend like Paul because he's very **reliable**. ____
9 My grandma's very **affectionate**. ____
10 Bruno is a very **sensitive** boy. ____

a You'd never guess he was only ten.
b It's easy to make him cry.
c Sometimes he's fine, but other times he gets angry.
~~d Everybody loves him!~~
e She writes some wonderful stories.
f He's always there when I need his help.
g She loves going out, and she's got a lot of friends.
h He's always telling other people what to do.
i She gets really annoyed when she loses.
j She gives us lots of hugs and kisses.

c **Match the comments to the adjectives of personality from the list.**

ambitious anxious honest independent
insecure patient rebellious self-confident
selfish sensible ~~spoilt~~ stubborn

1 'When I want something, my parents always give it to me.'
spoilt

2 'I find it very hard to relax. Sometimes I lie awake at night for hours worrying about things.'
____

3 'There aren't any prawns left for you. I was hungry, so I ate them all.'
____

4 'I'm going to go to bed early so I can sleep well before my exam tomorrow.'
____

5 'I feel very comfortable when I'm speaking in public.'
____

6 'I'd like to be the manager of a big multinational company.'
____

7 'That's what I think, and I'm not going to change my mind.'
____

8 'I'd prefer to do this on my own, thanks.'
____

9 'I was a really difficult teenager. I didn't obey any rules at school or at home.'
____

10 'Don't worry if you don't understand. I'll explain it again.'
____

11 'Excuse me. You dropped some money. Here it is.'
____

12 'I'm not sure if Jess is my friend or not. She says she is, but I don't really know.'
____

d **Write the opposite adjectives. Use a negative prefix.**

1 tidy untidy
2 honest ________
3 mature ________
4 reliable ________
5 sensitive ________
6 ambitious ________
7 imaginative ________
8 organized ________
9 responsible ________
10 sociable ________
11 friendly ________
12 kind ________
13 patient ________
14 selfish ________

e **Complete the sentences with *sensible*, *sensitive*, or *sympathetic*.**

1 Don't be so ________! I didn't mean to make you cry.

2 Be ________! There are only three places in our car. We can't take the whole football team home!

3 Be ________! Her hamster has died, and she's very upset!

2 GRAMMAR future forms

a **Complete the sentences with the correct form of the verbs or phrases in bold.**

1 **he / look for** (an intention)
My brother hates his job.
He's going to look for a new one.

2 **I / pay** (an offer)
Don't worry about the drinks.
________ for them.

3 **I / make** (an offer)
________ some more coffee?

4 **you / get married** (a prediction)
Do you think ________ before you're 30?

5 **we / go** (an arrangement)
________ on holiday tomorrow. I can't wait!

6 **I / have** (an instant decision)
A Are you ready to order?
B Yes, ________ the steak.

7 **I / be** (a fact)
________ 21 on my next birthday.

8 **we / invite** (a suggestion)
________ your parents for a meal this weekend?

9 **I / not be** (a promise)
I'm going to Omar's house for dinner.
I ________ late home.

10 **it / break** (a prediction)
There's too much shopping in this bag.
I think ________.

b Complete the conversations with the correct future form of the verbs in brackets.

1 **A** Are ______ you going away ______ this weekend? (go away)
B No, we ______ here. Why? (stay)
A We ______ a barbecue. Would you like to come? (have)

2 **A** I'm too tired to cook. ______ we ______ a Chinese takeaway? (order)
B Good idea. I ______ the restaurant. What do you want for your starter? (call)
A I ______ spring rolls, please. (have)

3 **A** What time ______ you ______ in the morning? (leave)
B I ______ the six o'clock train. (get)
A I ______ you a lift to the station, then. (give)

4 **A** What ______ you ______ tonight? (do)
B I ______ to the cinema with some friends. (go)
A What film ______ you ______? (see)
B The new Star Wars film.
A Oh, I've seen it. You ______ it! (love)

5 **A** ______ I ______ you do the washing-up? (help)
B OK. I ______ and you can dry. But please be careful with the glasses. (wash)
A Don't worry. I ______ anything! (not break)

c Answer the questions. Use the correct future forms.

1 What are you going to do after the class?
First, I'm going to go shopping.
______
2 What do you think the weather will be like tomorrow?
In the morning, it ______.
In the afternoon, I think it ______.
3 What are you doing this weekend?
I ______.
4 What are your plans for next summer?
I ______.

3 PRONUNCIATION sentence stress

a 🔊 **1.4** Listen and complete the sentences.

1 When ______ are you going to book ______ your holiday ______?
2 I'm ______ going to ______ the ______.
3 I'm going to ______.
4 ______ are you ______?
5 I'm ______ some ______.
6 I'm ______ my ______.
7 She's ______ her ______.
8 ______ will you ______ your ______?
9 I ______ them ______.
10 I'll ______ them on ______.

b Listen again and repeat. Copy the rhythm.

EPISODE 1 PICTURES OF YOU

Practical English
Surprise meetings

1 REACTING TO WHAT PEOPLE SAY

a Circle the correct words.

1 **A** Kate's going travelling for a year!
B [✓ *Wow!*] / *Oh no!*

2 **A** I've left my wallet at home again!
B *How fantastic!* / *You're kidding!*

3 **A** I didn't get the job.
B *That's great news.* / *That's a pity.*

4 **A** We're getting married!
B *That's a pity.* / *Congratulations!*

5 **A** Dave's got a new car.
B *Really?* / *Good for you.*

6 **A** I've lost my phone.
B *I don't believe it!* / *That's amazing!*

b Write the correct phrases from **a**.

1 Reacting to something surprising
I don't believe it!
____

2 Reacting to something interesting
____

3 Reacting to some good news
____
____
____
____
____
____

4 Reacting to some bad news
____
____

2 SOCIAL ENGLISH

a Match 1–8 to a–h to make phrases.

1	I hope	f	a	thanks.
2	What a	____	b	from me.
3	Hey,	____	c	surprise!
4	We're meeting	____	d	care.
5	Say hi	____	e	to see you.
6	Oh, that's	____	~~f~~	~~so~~.
7	It was good	____	g	for coffee.
8	Take	____	h	a shame.

b Complete the dialogues with the correct phrases from **a**.

1 **A** I haven't seen Anthony since he split up with my sister.
B Oh, that's a shame.

2 **A** This video's fantastic, Alex.
B ________, Carmen.

3 **A** ________, Hassan.
B Great to see you too, Fatima.
________.

4 **A** Don't worry. I'll remember to order the pizzas.
B ________. I'm relying on you.

5 **A** Selma? Is that you?
B Oh, hi, Alfie! ________! Nice to see you.

6 **A** In fact, I'm seeing Jared later.
________.
B Really? Well, ________.

1 Can you remember...?

1 GRAMMAR

Complete the sentences.

1 Excuse me. The ticket office is closed. What time __________ it __________?

2 Tony's in his room. He ______________ his homework.

3 Sorry, I ______________ with you. I think you're wrong.

4 __________ you __________ a suit to the wedding next Saturday?

5 We ______________ a barbecue on Friday. Would you like to come?

6 Don't worry. I promise I ______________ late home tonight.

2 VOCABULARY

Circle the word that is different.

1 crab duck lobster squid

2 beef chicken lamb salmon

3 father stepmother brother-in-law great-grandfather

4 parents children extended family siblings

5 affectionate bossy honest patient

6 charming moody selfish stubborn

3 PRONUNCIATION

Circle the word with a different sound.

fish	1 grilled siblings reliable tinned
tree	2 beef great niece steamed
cat	3 anxious family imaginative mature
car	4 charming father half-sister parent
horse	5 organized raw spoilt talkative

4 GRAMMAR & VOCABULARY

Read the article. Circle a, b, or c.

HEALTHIER EATING

Eating habits in the UK [1]____ healthier, according to the results of a government survey. The study [2]____ the food bought by the average family over the last 40 years. One of the differences is the type of milk that people are drinking. Today, many parents buy skimmed milk rather than full-fat milk for their families. This is probably because of campaigns to help people [3]____ the amount of fat they eat. Another way of reducing fat is by using healthier cooking methods, and people are eating more food that is [4]____ in the oven. It [5]____ that British people today are also more adventurous in what they eat. Seafood, such as prawns and [6]____, is becoming more popular. As for meat, people are eating less [7]____ and lamb, and more chicken and minced beef. People are also getting more [8]____ with the kind of dishes they cook – for example, Korean food has become popular in recent years. Ingredients for typical Korean dishes are available in shops, such as *gochujang*, a [9]____ sauce, made with red chilli peppers. In general, nutritionists are pleased with the results of the survey and hope that people [10]____ eating healthily in the future.

1 **a** are becoming **b** become **c** is becoming

2 **a** compare **b** is comparing **c** compares

3 **a** cut down on **b** cut out **c** eat out

4 **a** baked **b** boiled **c** steamed

5 **a** is seeming **b** seem **c** seems

6 **a** cherries **b** grapes **c** mussels

7 **a** lobster **b** peach **c** pork

8 **a** reliable **b** imaginative **c** stubborn

9 **a** spicy **b** frozen **c** raw

10 **a** continues **b** is continuing **c** will continue

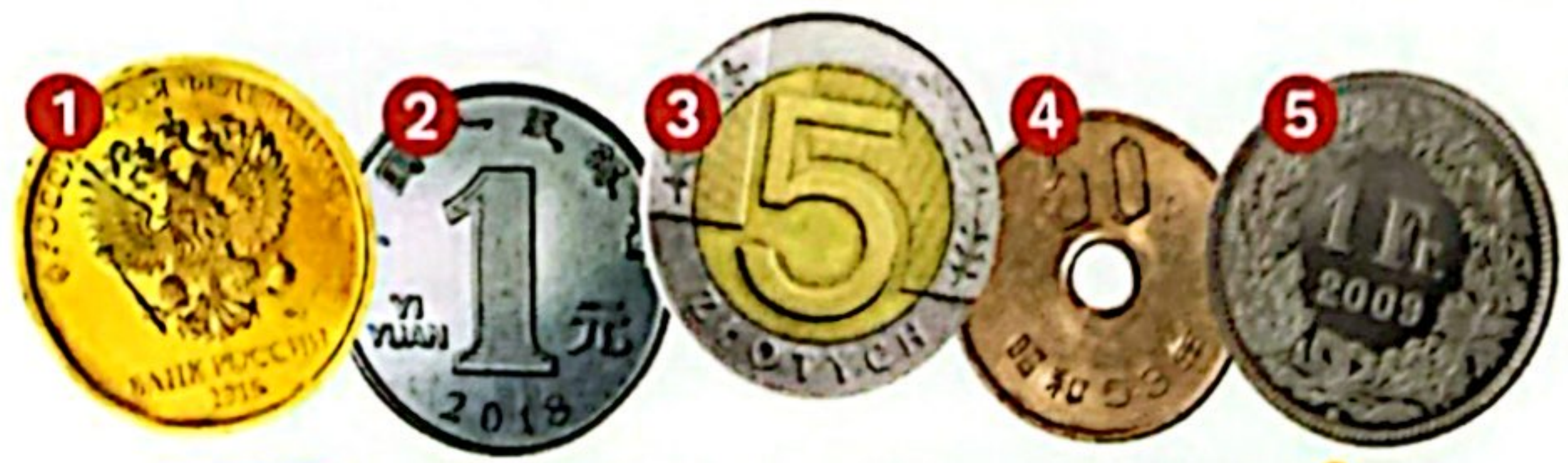
2A Spend or save?

G present perfect an
past simple
V money
P the letters *o* and *or*

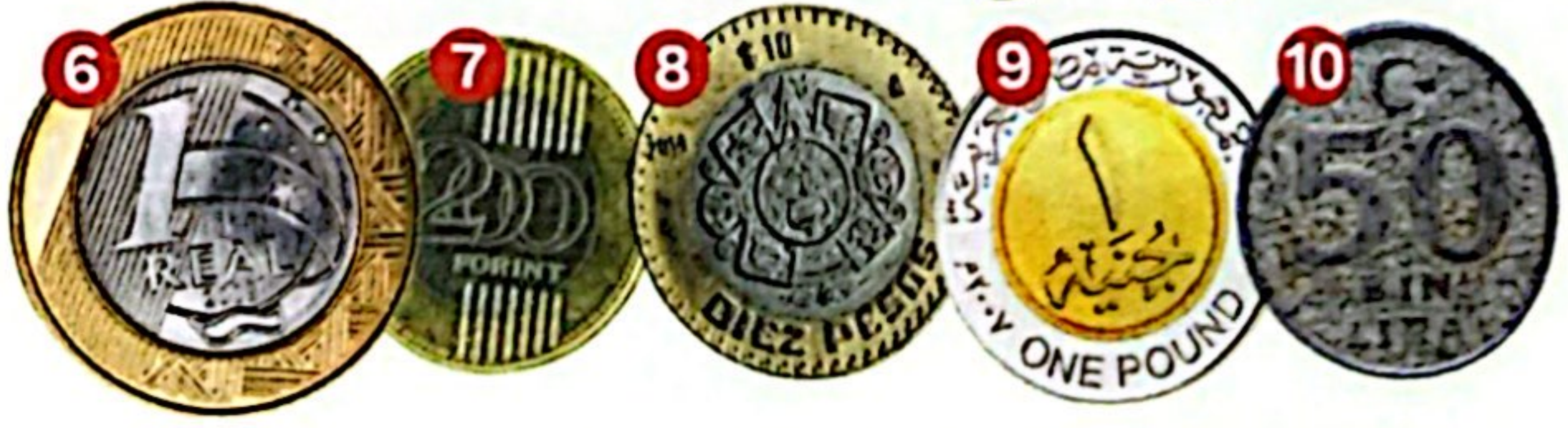
Have you paid the phone bill yet? *Yes, I paid it yesterday.*

1 VOCABULARY money

a Do *The money quiz* in teams.



The money quiz



1 **Match the coins to ten of the countries below. What currency are they? What currency do the other two countries use?**

☐ Brazil
☐ China
☐ Egypt
☐ France
☐ Hungary
☐ Italy
☐ Japan
☐ Mexico
☐ Poland
☐ Russia
☐ Switzerland
☐ Türkiye

2 **True or false?**

a The first coins were made by the Romans.
b The largest English note is worth £50.
c Bank notes are always made of paper.
d All the countries in the EU have the euro as their currency.
e The British pound is the world's oldest currency still in use.

b **V** **Vocabulary Bank** Money *p.240*

c **Video** Watch and answer the questions with a word or phrase from the Vocabulary Bank.

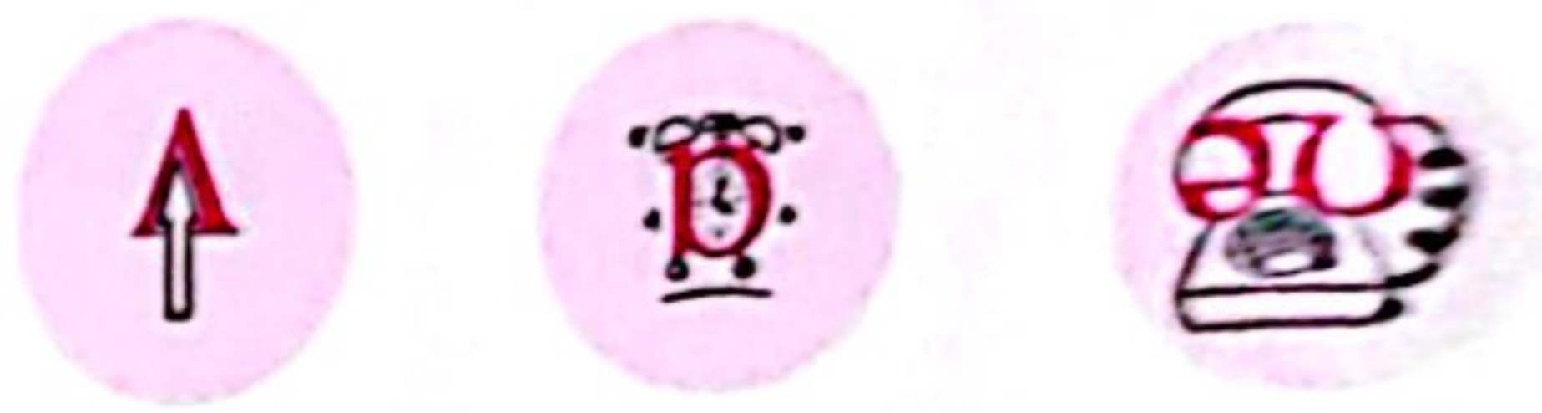
1 How is she paying?
With...

2 PRONUNCIATION & SPEAKING the letters *o* and *or*

a Can you think of three words that rhyme with *money*?

1 The weekend is going to be hot and s__________.
2 Somebody who makes you laugh is f__________.
3 Would you like jam or h__________ on your toast?

b **Video** Look at the sound pictures. What are the sound words and vowel sounds? Watch and check. Try to hear the difference between the three sounds, and practise making them.



	borrow	

c 2.5 Look at some words with the letter *o*. Put them in the correct column. Then listen and check.

~~borrow~~ clothes cost dollar done honest loan money note nothing owe promise shopping sold some won worry

d 2.6 Look at some words with the letters *or*. How is *or* normally pronounced when it's stressed? Which two words are different? Listen and check.

afford mortgage order organized store work worth

e 2.7 Listen and write six sentences. Practise saying them.

f **C** **Communication** Money Q&A **A** *p.186* **B** *p.191* Ask and answ about your spending habits.

3 READING

a Look at the things in the list. Which of them have you bought or paid for in the last week? Did you really need them?

a book cosmetics new clothes a takeaway a taxi

b **Exam** Read the article and match paragraphs A–G to topics 1– Use the words in **bold** to help you.

1 ☐ where she went **on holiday**
2 ☐ **why** she decided to save money
3 ☐ how often she saw her **friends**
4 ☐ what she **achieved**
5 ☐ her **advice** for other people
6 ☐ how she saved money **at home**
7 ☐ what she **discovered**

Adapted from The Times

One woman's 'no-spend year', and how she survived

She cycled 193 kilometres to a wedding, and her lunch budget was just 51p a day.

A Michelle McGagh, a 34-year-old journalist, had a mortgage of £230,000 which she wanted to reduce. Last November, she looked at her finances and she discovered that every year she spent a lot of money unnecessarily – for example, £1,570 in the pub, £1,110 in restaurants, and £400 on coffees. So she made a radical plan – to stop spending money for a year. She continued to pay her broadband, gas, and electricity bills, and allowed herself £30 a week to buy food and household essentials. But she couldn't spend money on anything else – no clothes, no buses or flights, no meals out, no drinks, and no cosmetics.

B She cooked large quantities of curry and bolognese sauce, which lasted her a week, and which she ate with rice or pasta. It was cheap and healthy, but also 'really boring'. She also experimented with home-made cleaning products and beauty treatments, like using vinegar for cleaning or olive oil as moisturizer, but she decided that most of them didn't really work.

C At first, she tried to see her friends as often as before. She cycled 193 kilometres to be at a friend's wedding, and camped in their garden to avoid paying for accommodation. The following weekend, she rode 96.5 kilometres to Brighton to meet friends. But she couldn't join them for dinner in a restaurant, and when they went to the pub, she drank tap water. In the end, she simply went out less, which made her feel more isolated.

D Of course, she couldn't afford to go abroad, so she missed a trip to Ibiza with friends. Her only holiday was a cycling trip to East Anglia, where again she camped. Here, for the first and only time in the year, she bought food that she had not cooked herself – a bag of chips for £1.95.

E At the end of the year, she had saved £23,000. She was much slimmer and fitter – over the year, she had cycled 10,460 kilometres. She says she now feels freer and happier, because she appreciates the simple things in life. She also gained confidence and a sense of adventure.

F Michelle learned the hard way that you can't really socialize if you don't want to spend money. The evening after her year-long challenge ended, she bought all her friends a drink in the pub. However, she has not gone back to her past spending habits. She occasionally pays to socialize and go on holiday. She has even taken a taxi. But after buying a few new clothes and some perfume, she insists, 'I have absolutely no interest in buying anything else.'

G

So what's her key tip for those who want to save? 'Whenever you open your wallet, think about whether what you are buying is something you need or something you want. We all say, "I need to buy this." Most of the time, we want to buy it. Maybe we don't know the difference between needing something and wanting something any more.'

Adapted from The Times

c **Exam** Read the article again. Choose the correct option a, b, or c.

1 Michelle __________ use public transport during her 'no spend' year.
- a could
- b allowed herself to
- c couldn't

2 She __________ the food that she cooked.
- a didn't really enjoy
- b overspent on
- c was very imaginative about

3 At first, she __________ her friends.
- a didn't mind not seeing
- b missed not seeing
- c made a great effort to see

4 She __________ broke the rules she had set herself.

a never b rarely c once

5 The only negative about her experience was that she __________.
- a stopped enjoying cycling
- b was often lonely
- c missed going shopping

d Do you agree with the last sentence of the article? Why (not)?

e Underline six compound nouns in the article that begin with the words below.

electricity
cleaning
beauty
olive
tap
cycling

f Could you do what Michelle did?

What would you spend less on?

What would you eat?

How would you get around?

How would you socialize cheaply?

would for imaginary situations

We use *would* to talk about imaginary situations, e.g. *To save money, I'd spend less on clothes and going out.*

Mediation An English-speaking friend has problems managing their monthly budget. Make notes on the article about Michelle McGagh and leave a voice message with some tips for your friend. Try to use your own words.

M **Mediation Bank 2** *p.255* Spoken mediation: Note-taking

4 GRAMMAR present perfect and past simple

a Video Watch the beginning of the video. What problem do Kate and David have?

b Video Now watch the whole video. Why do they look so sad at the end? Then complete some extracts from the conversation with verbs in the present perfect or past simple.

Kate ^{1}Have you seen (you see) our gas and electricity bill? It ^{2}__________ (arrive) this morning. I'm going to send it to you.
David Wow! And ^{3}__________ (we pay) the house insurance yet?

K Nice trainers! I ^{4}__________ (not see) those before. Are they a new model?
D Yes, they ^{5}__________ (just come out). Do you like them?
K They're great! ^{6}__________ (they be) very expensive?
D Oh, not very. What's in yours?
K Oh, it's just something I ^{7}__________ (order) last week. I'll open it later.

c Do we use the present perfect (**PP**) or past simple (**PS**)...?

1 for a completed action in the past ______
2 for recent actions when we don't ask / say exactly when ______
3 in sentences with *just*, *yet*, and *already* ______

d **G** **Grammar Bank** 2A *p.220*

5 SPEAKING

a Read the *Have you ever...?* questions 1–10 and complete them with the past participle of the **bold** verbs.

b In pairs, interview each other with the questions. Ask for more information.

Have you ever saved for something for a long time?

Yes, I saved for six months to pay the deposit on my car.

How much was the deposit?

Have you ever lent money to somebody who didn't pay you back?

No, I haven't. But my brother lent me some money last week and I haven't paid him back yet.

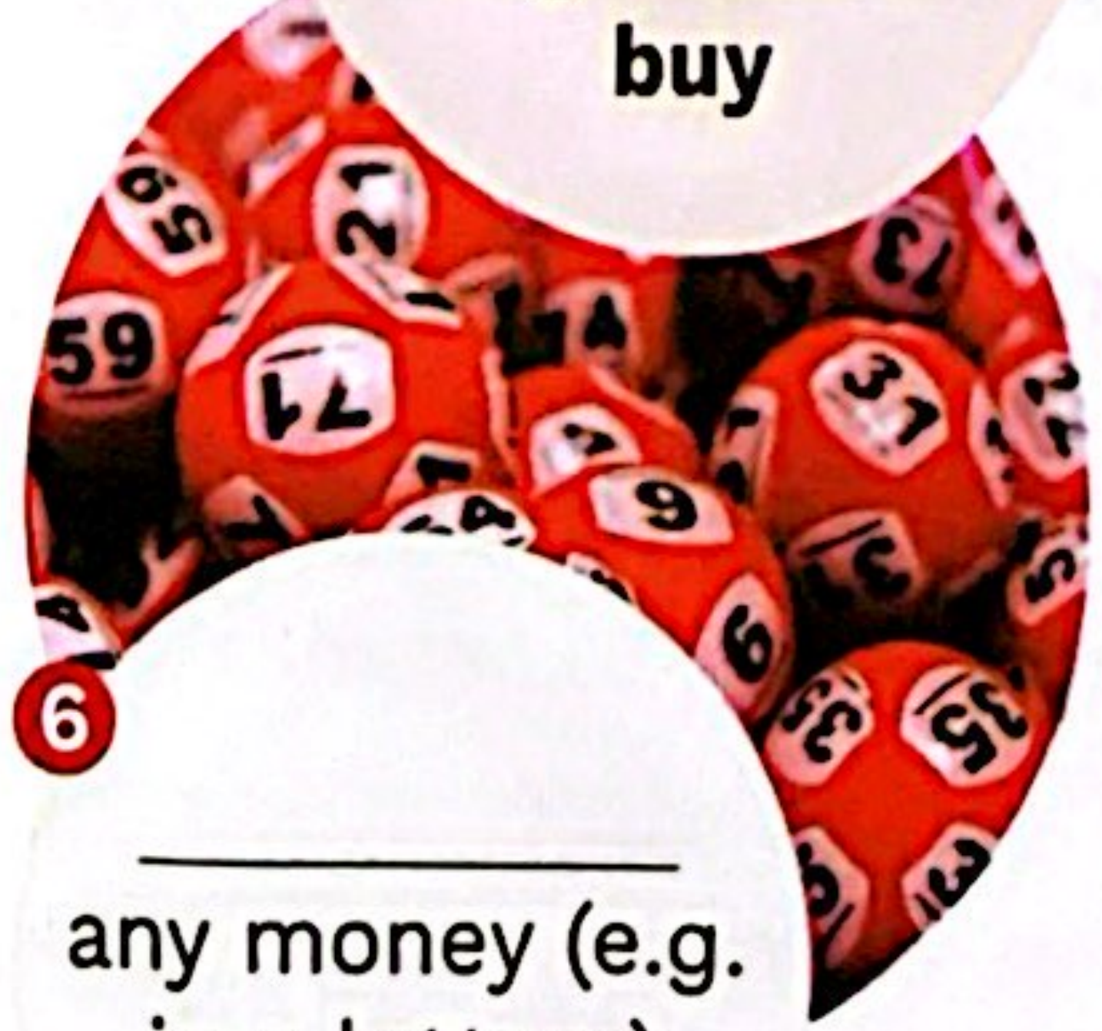
Have you ever...?

① saved for something for a long time **save**

② ______ money to somebody who didn't pay you back **lend**

③ ______ money on something you've never used **waste**

④ ______ something and immediately regretted it **buy**



⑤ ______ something from a relative **inherit**

⑥ ______ any money (e.g. in a lottery) **win**

1234 5678 9876 5
1234
01/28

⑦ ______ your PIN for a credit or debit card **forget**

⑧ ______ your wallet or purse **lose**

⑨ ______ or ______ something on eBay or a similar auction site **buy, sell**

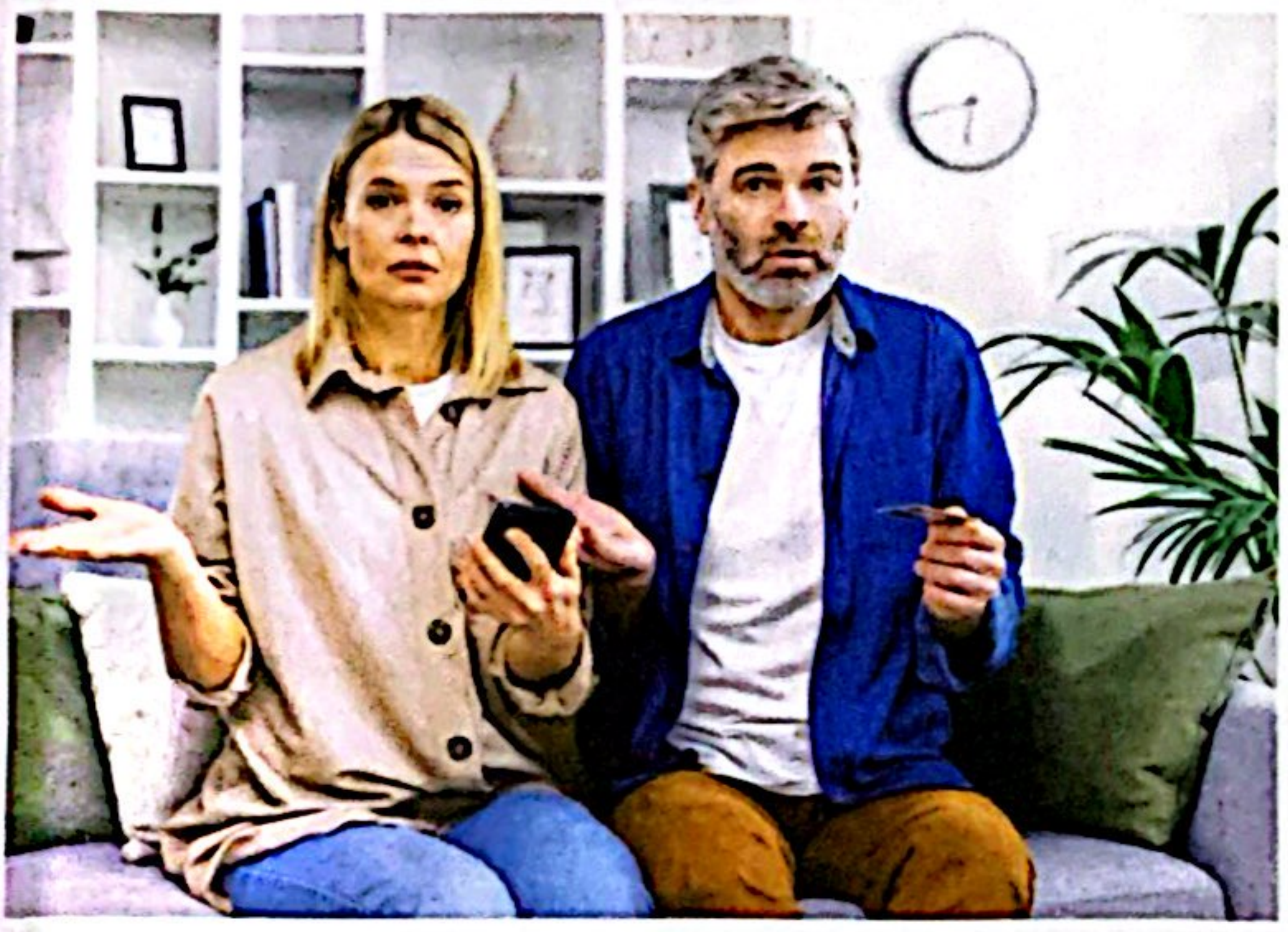
⑩ ______ a loan from the bank **take out**

ebay

6 READING & LISTENING

a Read the first part of an article. What would you do if you received the two messages?

Hi Mum and Dad



Imagine you have a 20-year-old son or daughter, who is studying in another city. One day you receive this message from an unknown number.

> **~ Unknown** Hi Mum and Dad. Just so that you know, I broke my phone yesterday. A friend of mine has lent me this one until mine is fixed. 18:34

Would you probably...?

- a believe it and save the number
- b believe it, but call the number to make sure
- c not believe it, and block the number

Let's imagine you choose b, but when you call, the phone is switched off. The next day, you get another message from the same number.

> **~ Unknown** Hi Mum and Dad. Really sorry but I need some help. My bike was stolen yesterday, and I desperately need a new one. I've found a good second-hand one but I need to pay for it today. Could you please transfer £500 to this account 5566789. Then I can collect the bike tomorrow. Thanks so much. 09:01

Would you probably...?

- a transfer the £500 immediately
- b make more effort to contact your son / daughter, e.g. via a friend
- c not transfer any money and block the number

b Read the rest of the article. Did you choose the best option?

I hope you didn't choose a in both cases. A lot of people do. If you did, it is very likely that you have **fallen for a scam**, and the next message you get will be from your bank, saying that there has been **suspicious activity** on your account. This is an example of what's called 'the mum and dad scam', or the 'friend in need scam'. You get a message claiming to be from your son or daughter, or other family member or friend, who suddenly has a 'new number'. Soon after, you receive another message **requesting money** to solve a problem, e.g. a stolen bike or an urgent car repair.

WhatsApp, and other apps such as Telegram and Messenger, offer an easy and free way of messaging friends and family, but unfortunately scammers are using it dishonestly **for their own gains**. Another common WhatsApp scam involves **fake job offers**, where you need to pay **a small amount** for a 'security check' in order to get more information about the job. A spokesperson from WhatsApp told consumer magazine *Which* that if you receive a suspicious message (even if you think you know who it's from), calling or requesting a voice note from that person is the fastest and simplest way to check someone is who they say they are. If you get a message from someone who isn't in your contacts, WhatsApp gives you the option to **block or report them** straightaway.

c Look at the **bold** phrases. Match the highlighted words to the definitions.

1 scam *n* a clever and dishonest plan for making money
2 ________ *vb* prevent sb from contacting you
3 ________ *n* quantity
4 ________ *n* financial profits
5 ________ *vb* asking for
6 ________ *adj* making you feel that sth is wrong, illegal, or dishonest
7 ________ *adj* false, not what it appears to be
8 ________ *vb* been tricked by

d Video Watch *A WhatsApp scam*. Number the messages in the order Chris received them. What happened in the end?

Ⓐ ☐ Please transfer redelivery costs £2.50.
Card number: ...

Ⓑ ☐ First name: ...
Surname: ...
Address: ...
Date of birth: ...

Ⓒ ☐ We attempted to deliver your parcel today, but no one was home. Please use the link to arrange redelivery.

e Do you ever receive scam messages or calls? What kind? Have you, or has anybody you know, ever fallen for a scam? Explain what happened.

2B Life-changing

G present perfect + *for* / *since*, present perfect continuous
V strong adjectives: *exhausted*, *amazed*, etc.
P sentence stress

How long have you been working at the school? *Since January 2022.*

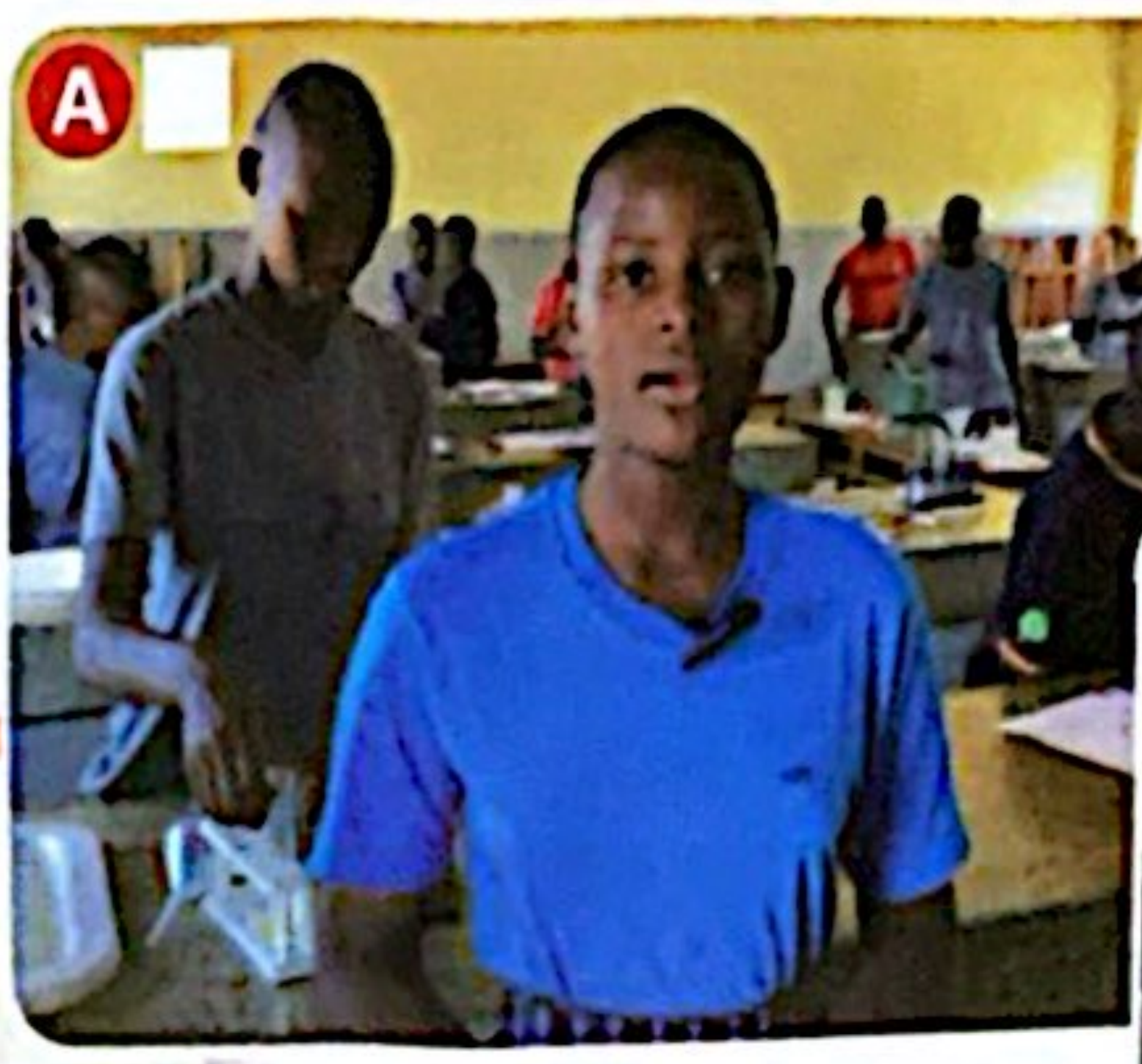
1 LISTENING

a Read about the charity Adelante Africa. Where does it work? What is its main objective? What is its largest project? How is it financed?

ADELANTE ÁFRICA

Adelante Africa works alongside local people in a remote rural area in Uganda to support vulnerable children. We have educational projects, a home for abandoned children, and we give small loans to help families pull themselves out of poverty. Our largest educational project is the Adelante Africa Secondary School.

The economic resources of Adelante Africa come from one-off donations, the sale of products made by women's groups in Uganda, funds raised at events, and the monthly donations of our members. We also have many sponsors who support individual children, both in the children's home and in the secondary school.


A ☐

B ☐

C ☐

D ☐

E ☐

F ☐

G ☐

H ☐

b **Video** Watch *Welcome to Adelante Africa Secondary School* with the subtitles. Then complete the information about the school.

The school opened in [1]__________.
The three aspects of the school you see are:
  Where we [2]__________.
  Eating and [3]__________.
  Our [4]__________ __________.
The school motto is: [5]__________ __________ __________.

Using subtitles

Watching programmes in English with English subtitles will help you to enjoy what you are watching and will improve both your reading and listening skills. People frequently use subtitles in their own language to help them understand when something they are watching is difficult to hear (e.g. because it's very quiet or there is background noise) or understand – for example, because of speed of speech, accent, or dialect.

c Watch again and number the photos 1–8 in the order you see them. Where are the students in each photo?

Glossary
posho a kind of maize soup

d Test your memory! Answer the questions.
1 What lesson is in progress in the classroom in photo E?
2 What science practical are the students doing?
3 How many computers are there? Are they connected to the internet?
4 What do the children eat at the weekend?
5 How do the boys look after their dormitory?
6 What do the students have over their beds?
7 What sports do the children play?
8 Apart from music and dance, what else do the children in this club do?

e Do you agree with the school's motto? How do you think the children feel about their school?

Mediation An English-speaking friend has just won a lot of money. They want to donate some to a charity. Write an online message to your friend about *Adelante Africa* and say why you think your friend should support them. Try to use your own words. Write about 150 words.

2 GRAMMAR present perfect + *for / since*, present perfect continuous

a Video Watch an interview with Evas Katusiime, the head teacher, with the subtitles. What does she like best about the school?

b Watch again and complete four questions the interviewer asks. Then try to complete Evas's answers.

The interviewer's questions

1 How long have you been working here?

2 And how long ______ you ______ a teacher?

3 What changes ______ you ______ to the school since you arrived?

4 ______ you ______ ______ anything new this term?

Evas's answers

5 ...since ______ 2022.

6 ...for ______ years.

7 ...break is for ______ minutes and lunch is for ______ minutes.

8 ...I introduced a project to work with the ______; ...I have also grown ______.

c Look at the questions and answers in **b** and answer the questions below.

1 Are the interviewer's questions about...?
   a a period of time in the past
   b a period of time from the past until now
   c a period of time in the present

2 What's the difference in form between the verbs in 1 and 4 and in 2 and 3?

d **G Grammar Bank 2B** *p.221*

3 PRONUNCIATION sentence stress

a 2.13 Listen to four sentences. Try to write the stressed words in the pink boxes.

1 How long ______ ______ ______ ▨ ▨?

2 ______ ______ ▨ ▨ ______ ▨ ▨.

3 ▨ ▨ ______ ______ ______ ▨?

4 ______ ______ ▨ ______ ▨.

b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

c Listen again and repeat the sentences. Copy the rhythm.

d 2.14 Listen and make questions.

1 It's snowing. How long has it been snowing?

4 SPEAKING

a Look at the squares and write something in as many as you can.

a charity you support

a friend you know very well

a social media site you use regularly

a sport or a kind of exercise you do regularly

the car, motorbike, or bike you have

the place where you live

a bar or restaurant you often go to

a possession which is very important to you

an organization, club, gym, etc. you are a member of

something you're learning (to do)

b Compare with a partner. Ask your partner at least three questions about the things they've written. The first question must be *How long have you...?*

***How long have you** been supporting Adelante Africa?*

Have you ever been to Uganda?

***How long have you** known Irina?*

How often do you see her?

5 WRITING a thank-you email

W Writing Bank 2 *p.198* Write an informal email to say thank you.

6 READING

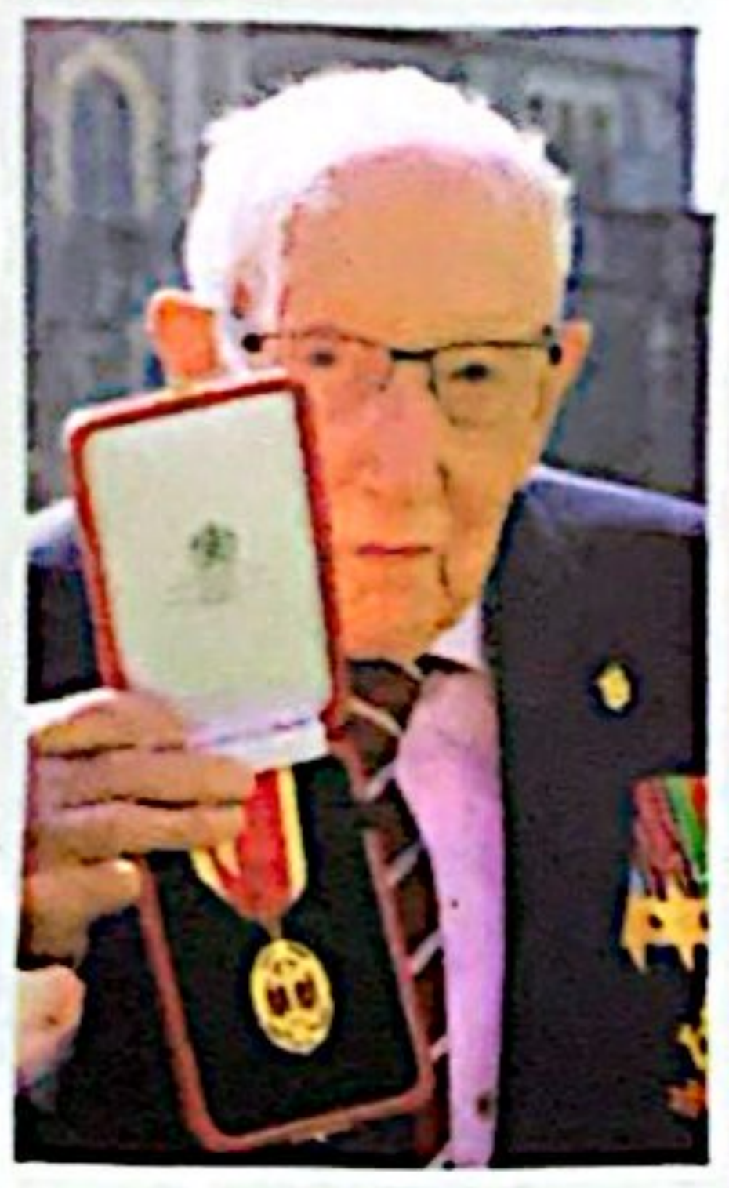
a In your country, are there charity events to raise money for a good cause? Have you ever taken part in one? What did you do? How much money did you raise?

b Read an article about people who raised money or helped in other ways during the Covid-19 pandemic. Which person's actions do you find the most inspiring? Why?

The faces that inspired us

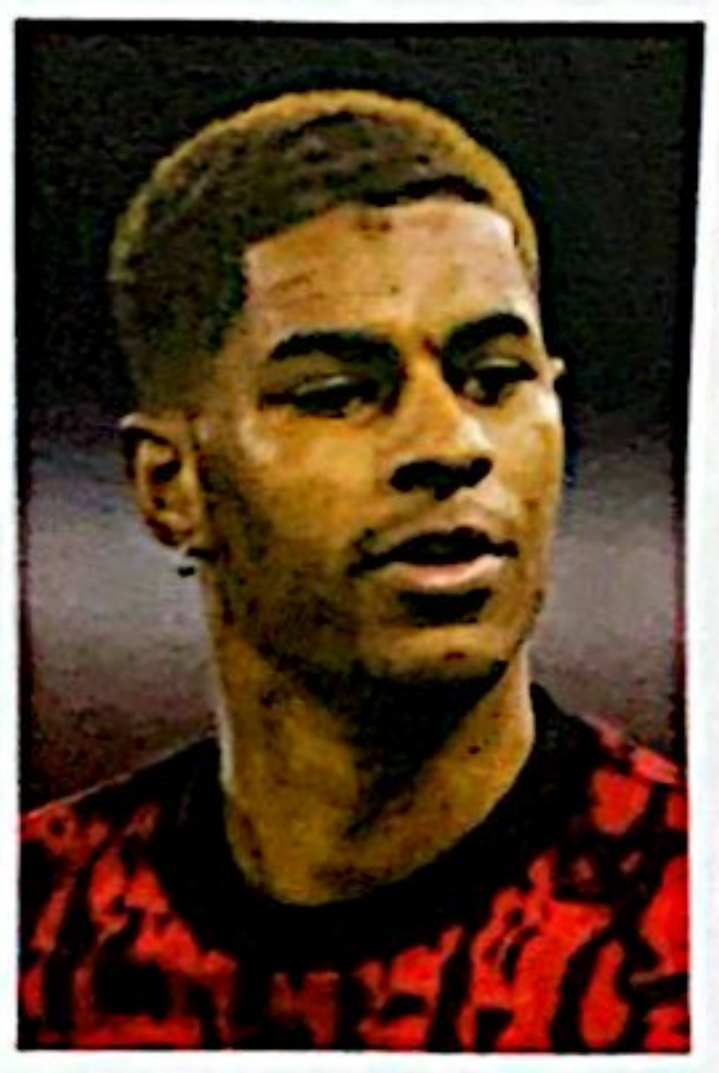
At difficult times, the actions of some individuals can make a major difference to people's lives. The Covid-19 pandemic was a tough period which had a huge impact all around the world. In the UK, these people's actions during that time made a lasting difference.

Captain Sir Tom Moore



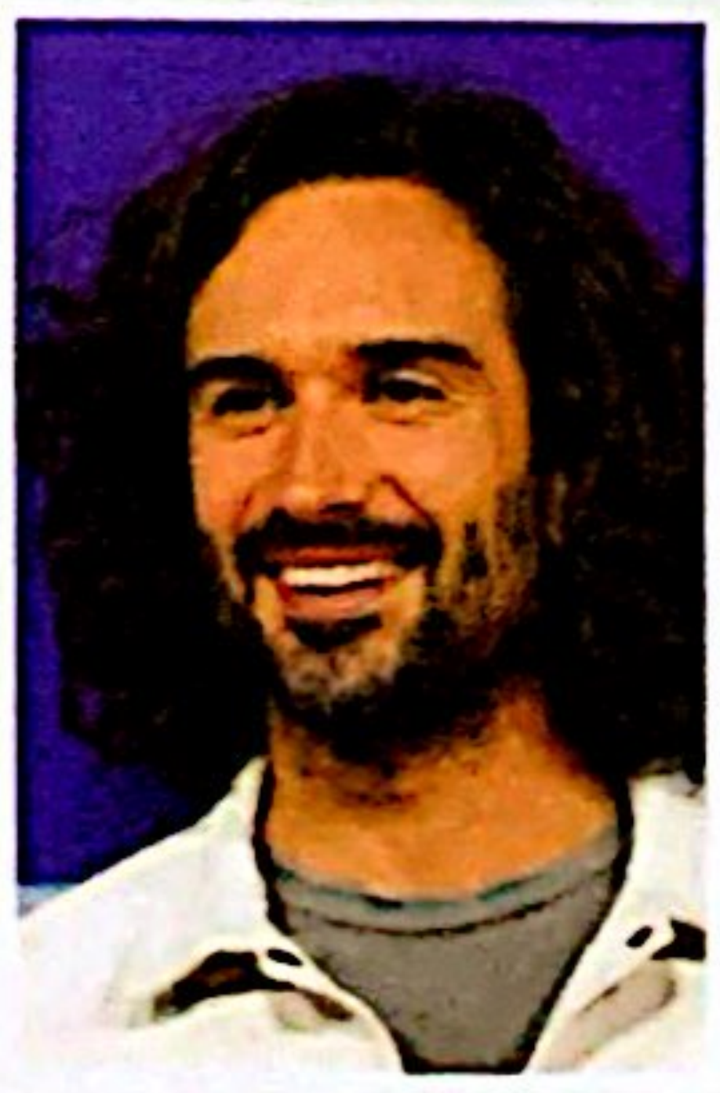
Former World War Two veteran Captain Tom Moore had never imagined in all his 99 years that he would become a celebrity. Moved by the efforts of doctors, nurses, and other health workers, he decided to raise money for NHS Charities Together by walking 100 laps around his garden before his 100th birthday and asking people to sponsor him. He had initially set himself a target of raising £1,000, but on the morning of his 100th birthday he had raised more than £30 million! He was knighted for his fundraising efforts, won numerous awards, and wrote an autobiography that quickly became a bestseller.

Marcus Rashford



Footballer Marcus Rashford became a household name for reasons that had nothing to do with football. During the pandemic, many people were unable to work and needed government support to feed their families. Twenty-three-year-old Rashford started working with the charity FareShare, which fights hunger and food waste in the UK, and supported its campaigns on free school meals. Then he heard that the government was planning to stop free school meals over the summer holidays. He knew from his own experience that many children would be hungry during the holiday period. So he wrote a letter to MPs, urging them to reconsider their decision. His letter went viral and the government provided £170m for free meals.

Joe Wicks



Joe Wicks was already a well-known name among fitness fans, but he became even better known during the first national lockdown. He started daily online PE lessons on YouTube, as a way of keeping children and families fit while everyone had to stay at home. Thousands of people around the UK took part in Wicks's classes, and he raised £580,000 for the NHS through his sessions. 'I'm so proud that I did something which helped so many people,' he said. 'To all the children, the parents, the dinner ladies, the school teachers, everybody who took part in any one of my workouts, thank you for being there.'

Hassan Akkad

Hassan Akkad is a filmmaker who has won many awards, and who came to the UK from Syria in 2015. During the pandemic, he worked as a cleaner in a London hospital. He was furious to discover that cleaners and porters had been excluded from an NHS scheme which offered support to the families of those who died as a result of contracting Covid. He made a video to publicize this, which was shared on social media. Hours later, the government did a U-turn and extended the scheme to all NHS staff.

Becky Wass

At the start of the pandemic, Becky Wass, a lecturer at Falmouth University, decided to create a postcard to help people who were self-isolating. 'Hello! If you are self-isolating, I can help,' the cards read, with blank spaces for people to include a name, address, phone number, and possible things that they could help with, such as 'picking up shopping' and 'a friendly phone call'. Ms Wass shared the idea on social media and it subsequently went viral. Ms Wass told the BBC she came up with the idea after discussing ways to help with her husband. 'Because fear spread so quickly, it was really important to try to spread kindness,' she explained.

Glossary

NHS National Health Service
MPs Members of Parliament
lockdown an official order to control the movement o people or vehicles because of a dangerous situation
dinner ladies women who serve school lunch

Adapted from The Independent

c **Exam** Read the article again. Match the sentences to the people's initials (**TM, MR, JW, HA, BW**). Some sentences may have more than one answer.

1 They raised money for the NHS. ___
2 They managed to convince people in authority to change their minds. ___
3 They suggested a way to help people who were on their own. ___
4 They did not always have enough to eat as a child. ___
5 They came to live in the UK as an adult. ___
6 They were helped by a family member to start the project. ___
7 They used their specific skills to help people during lockdown. ___
8 They had an important deadline for their fundraising. ___

d Can you remember any people who became famous in your country during the Covid-19 pandemic because of the way they helped?

7 VOCABULARY & SPEAKING strong adjectives

a **Look at two extracts from the article. Complete the definitions.**

1 The Covid-19 pandemic was a tough period which had a huge impact all around the world.

huge = very ______ (also *enormous*)

2 He was furious to discover that cleaners and porters had been excluded from an NHS scheme.

furious = very ______

Strong adjectives

With strong adjectives like *furious* or *huge* you can use *absolutely* or *really*, but not *very* (**NOT** ~~*very huge*~~). We often give strong adjectives extra stress.

b **Complete the sentences with a normal adjective.**

1 **A** Is Oliver's flat small?
B Yes, it's really **tiny** – just a bedroom and a sitting room.

2 **A** Are you ____________ of flying?
B Yes, I'm **terrified**! I never fly anywhere.

3 **A** There was an ____________ documentary about whales on TV last night.
B Yes, I thought it was **fascinating**.

4 **A** Are you very ____________?
B I'm **starving**! I haven't eaten all day.

5 **A** Was it ____________ in Dubai?
B It was **boiling**! Forty-five degrees.

6 **A** Was Jack's kitchen ____________?
B It was **filthy**. It took us three hours to clean it.

7 **A** Are your parents ____________ about the wedding?
B They're **delighted**. In fact, they want to pay for everything!

8 **A** Was the film ____________?
B It was **hilarious**. We laughed the whole way through.

9 **A** Are you ____________ you locked the door?
B I'm **positive**. I remember turning the key.

10 **A** Were you ____________ to hear that Ted and Sonia have broken up?
B I was absolutely **amazed**! I never thought it would happen.

11 **A** Are you ____________? You still haven't taken your coat off!
B I'm **freezing**. Can you turn the heating up?

12 **A** You look very ____________. What have you been doing?
B I've just finished a four-hour meeting with my boss! I'm absolutely **exhausted**!

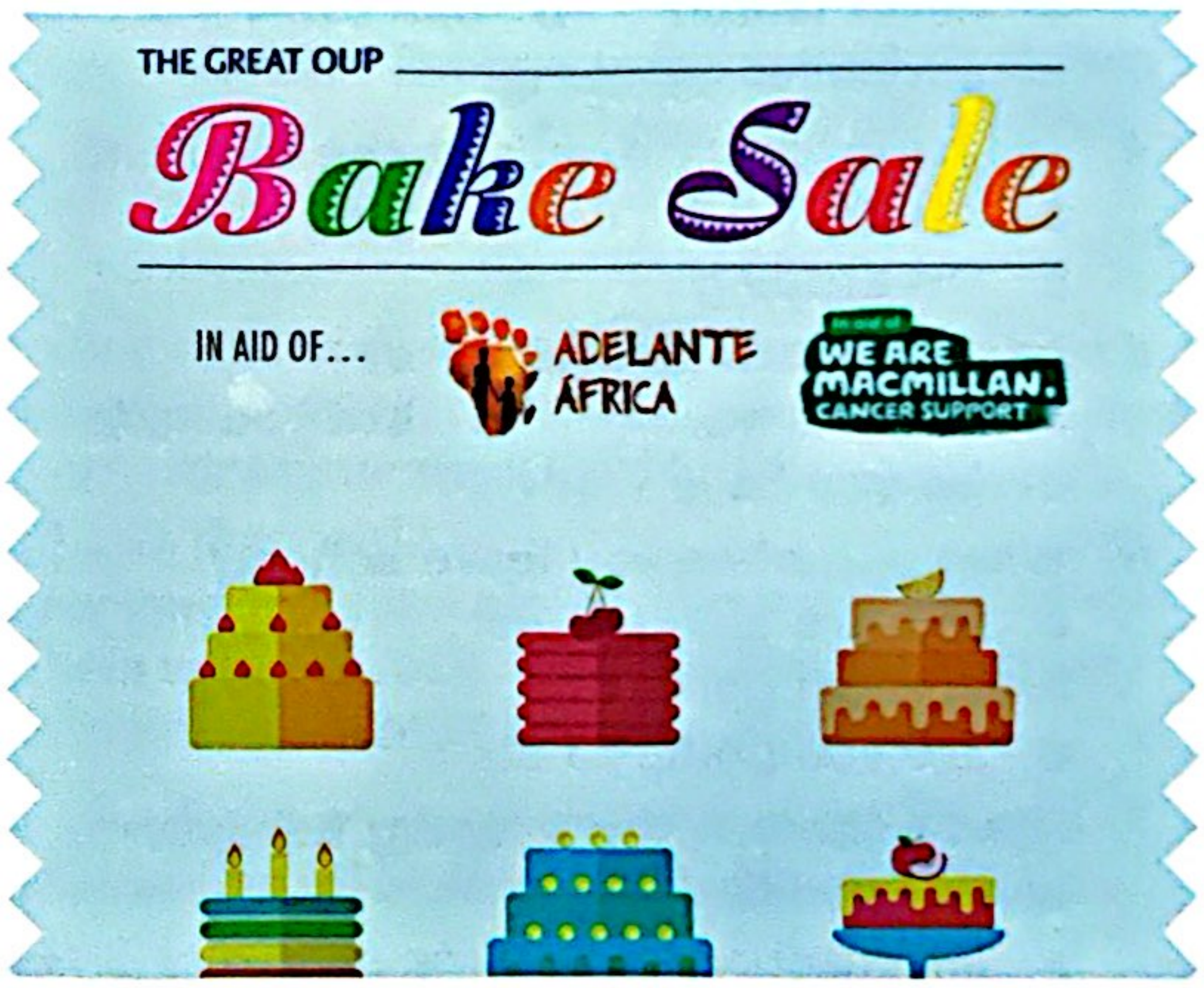
c **2.15 Listen and check. Practise the conversations with a partner.**

d **Communication** Are you hungry? **A** *p.186* **B** *p.191* Practise strong adjectives.

e **Ask and answer with a partner. Use a strong adjective in your answer.**

1 Have you watched any interesting documentaries recently?
2 Is there anything that makes you angry about drivers or cyclists in your country?
3 Are you afraid of any animals or insects?
4 What are the hottest and coldest places you've been to?
5 Is there a comedy series on TV in your country that you think is really funny?

8 LISTENING



a **Video** **Watch *The Great OUP Bake Sale* (lead-in). What three activities did you see?**

b **Video** **Now watch the whole documentary. Do you think the right person won the competition?**

c **Remember what you watched. Answer with a partner.**

1 Why have bake sales become so popular in the UK?
2 Who were the two people we saw baking? What did they make? Did either of them win?
3 What did the judge like about the winner's cake? Choose two options from a–d.

a taste
b decoration
c filling
d technique

4 What charities did the bake sale raise money for? How much did they raise?

d **Do you think a bake sale is a good way of raising money for charity? How would you participate if your school organized one?**

1&2 Revise and Check

GRAMMAR

Circle a, b, or c.

1 My sister ___ fish or seafood.
a doesn't like b don't like
c doesn't likes

2 I have a quick breakfast because ___ in a hurry.
a I usually b I usually am
c I'm usually

3 I ___ TV when I'm having a meal.
a never watch b don't never watch
c am never watching

4 ___ hard for my exams at the moment.
a I study b I'm studying
c I'm studing

5 ___ any brothers or sisters?
a Are you having b Are you have
c Do you have

6 What ___ when you leave school?
a you are going to do
b are you going do
c are you going to do

7 I can't see you this evening because ___ some friends.
a I'm meeting b I meet c I'll meet

8 **A** Would you like something to drink?
B Yes, ___ an orange juice, please.
a I have b I'm having
c I'll have

9 **A** I can't open this jar.
B ___ help you?
a Shall I b Will I c Do I

10 That's a lovely dress. Where ___ it?
a have you bought b did you buy
c did you bought

11 ___ good at saving money.
a I've never been b I haven't never been
c I've never

12 I got £50 for my birthday, but I ___.
a didn't spend it yet
b haven't spent it yet
c yet haven't spent it

13 I've had this phone ___.
a for about three years
b since about three years
c for about three years ago

14 **A** How long ___ in Paris?
B Since last March.
a is he living b has he living
c has he been living

15 ___ the same gym for five years.
a I'm going to b I've been going to
c I go to

VOCABULARY

a Circle the word that is different.

1 prawns mussels duck squid
2 lamb crab beef pork
3 cherry pear peach beetroot
4 raspberry cucumber pepper cabbage
5 fried baked chicken roast

b Write the opposite adjective using a prefix.

1 honest ________
2 friendly ________
3 responsible ________
4 mature ________
5 sensitive ________

c Write verbs for the definitions.

1 to spend money on sth that is not necessary ________
2 to receive money from sb who has died ________
3 to get money by working ________
4 to get money from sb that you will pay back ________
5 to keep money so that you can use it later ________

d Write the strong adjectives.

1 tired ________
2 hungry ________
3 cold ________
4 dirty ________
5 angry ________

e Complete the phrasal verbs.

1 Shall we eat ________ tonight? I don't feel like cooking.
2 I'm allergic to milk, so I have to cut ________ dairy products from my diet.
3 We live ________ my salary. My partner is unemployed.
4 I'll lend you the money if you promise to pay me ________.
5 I took ________ €350 from my bank account.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

fish

tree

cat

car

Consonant sounds

bag

parrot

house

monkey

b Ⓟ **Sound Bank** *p.252–3* Say more words for each sound.

c Which sound in **a** do the pink letters have in these words?

1 chicken
2 charge
3 inherit
4 salary
5 steamed

d Underline the stressed syllable.

1 sen|si|ble
2 te|rri|fied
3 un|sel|fish
4 mort|gage
5 ex|haus|ted

Can you understand this text?

a Read the article once. Choose the correct option.
The sandwich chain Pret A Manger *only does / is now doing / used to do* charity work in the Exeter area.

b Read the article again. Complete the gaps with the best word for the context.

1 giving / selling
2 angry / proud
3 benefit / suffer
4 might / should
5 saved / wasted
6 improvement / investment
7 opening / closing

Can you understand these people?

1 Philomena

2 Mark

3 Ross

4 Coleen

5 Richard

Video **Exam** Watch and choose the correct option a, b, or c.

1 Philomena says that ___ potatoes cheer her up.
a roast or baked b fried or roast
c boiled or baked

2 One kind of food Mark likes when he eats out is ___.
a Spanish b Italian c French

3 Ross has got on well with his stepbrothers and sisters ___.
a all his life b since they grew up
c since they were teenagers

4 When Coleen won some money in the lottery, she spent it on ___.
a a long holiday b a holiday abroad
c a short holiday

5 Richard raised ___ for Cancer Research.
a £6,000 b £6,500 c £6,050

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ describe your diet, and the typical diet in your country, and say how it's changing
2 ☐ describe members of your family and say what they are like
3 ☐ describe some of your plans and predictions for the future (e.g. your studies, your family life)
4 ☐ ask and answer the questions below
- *Have you ever won any money? How much did you win? What did you do with it?*
- *How long have you been learning English? Where did you first start learning?*

Leftover Pret A Manger baguettes go to homeless people

Exeter's new High Street Pret A Manger store set up contracts with Devon and Cornwall Food Association and Exeter Cathedral to donate leftover food at the end of each day.

Pret A Manger, often known as 'Pret', is an international sandwich shop chain which has stores all over the UK. It has been ¹____________ food to homeless communities since it began in 1986. 88% of their stores currently donate their unsold sandwiches, salads, baguettes, and wraps to hundreds of charities supporting homeless people.

Exeter store manager Drahoslav Balog said, 'It makes us ²____________ to know that the surplus food will go to two very worthwhile places each evening.'

Nicki Fisher, head of the Pret Foundation Trust which organizes their charity work, said, 'Whenever we open a new store, our teams work hard to find charities in the local area that could ³____________ from food donations. It means a huge amount to us that we can connect with our local communities and help to solve an important problem at the same time.'

'The sandwiches and wraps we are collecting from Pret A Manger are ideal for giving to homeless people, who ⁴____________ not have the facilities to prepare meals themselves,' said Rory Matthews, from Devon and Cornwall Food Association. 'We are delighted that the food is not being ⁵____________.'

Anna Norman-Walker from Exeter Cathedral added, 'We have been running a café for homeless people and other vulnerable people in Exeter for four years. We often serve dinner to 50 people or more. Having Pret surplus sandwiches and salads has been a huge blessing and a definite ⁶____________ on the usual bread and butter! Pret have made the process really simple. They invite us in at ⁷____________ time and let us take away any of the leftover sandwiches and salads. It is such a good initiative and we are delighted.'

Glossary
wrap a type of sandwich made with a cold tortilla rolled around meat or vegetables

Devon Live

2A Spend or save?

G present perfect and past simple
V money
P the letters *o* and *or*

1 VOCABULARY money

a Complete the sentences with the correct verbs in brackets.

1 My cousin wastes__________ a lot of money on clothes he never wears. (wastes / saves)
2 I can't ______________ to buy a flat of my own. (raise / afford)
3 You'll have to ______________ a lot of money if you want to travel around the world next year. (save / waste)
4 We still ______________ the bank a lot of money. (owe / earn)
5 Hugo ______________ about €1,000 a month in his new job. (transfers / earns)
6 That painting ______________ a lot of money. (charges / is worth)
7 My uncle is doing a bike ride to ______________ money for charity. (afford / raise)
8 I don't want to lose these earrings. They ______________ a fortune! (cost / owed)
9 I'll have to ______________ some money from the bank if I want to buy a new car. (borrow / lend)
10 Maria ______________ £10,000 from her grandfather when he died. (inherited / invested)
11 I ______________ £5,000 in a company, and I made 5% profit. (inherited / invested)
12 The plumber ______________ me €100 for mending my shower. (cost / charged)
13 Can you ______________ me $200 until I get paid? (borrow / lend)
14 I need to ______________ some money to my sister for the concert ticket she bought for me. (charge / transfer)

b Complete the sentences with the correct prepositions.

1 I'll pay for________ the meal if you get the drinks.
2 They charged us €5 __________ a bottle of water.
3 My friends got __________ debt when they bought their new house.
4 We've borrowed some money __________ my parents.
5 My grandparents always pay __________ cash.
6 I don't mind lending money __________ my friends.
7 Anya spends a lot of money __________ transport.
8 Can I pay __________ credit card?
9 If I lend you some money, when can you pay me __________?
10 Phil invested all his money __________ his own company.

c Complete the advertisement with the words from the list.

~~account~~ bills budget contactless payment donation insurance loan mortgage tax

What's so good about WIN-WIN Bank?

WIN-WIN Bank provides all the banking services you get with a traditional [1] account______________ while using the latest technology.

What's new?

Use our **WIN-WIN** phone app to manage your money and pay your [2] ______________. For extra convenience, sign up for [3] ______________ and you'll never have to carry cash with you again.

What hasn't changed?

Need money for a car or a holiday? We'll give you a [4] ______________ of up to €10,000 for whatever you want to buy. If you're buying a house, we can give you a [5] ______________ at one of the lowest interest rates on the market.

Someone to talk to?

Finding it hard to get to the end of the month? Our advisors can help you plan a [6] ______________ to make your money go further. If you're working, they can give you advice on how much [7] ______________ you should be paying on your salary. Want to make a generous charity [8] ______________ or find the right life [9] ______________? Just talk to us.

So, if you're looking for a new bank, just remember:
WIN-WIN has it all!

4G
12:00 am
Mobile Banking
Customer ID
Password
LOGIN

d Complete the questions with the phrasal verbs from the list.

live off   live on   pay back   ~~take out~~

1 How often do you use a cash machine? How much money do you usually *take out* ______?
2 When was the last time you lent money to somebody? How long did it take them to ________ you ________?
3 Why do young people sometimes ________ their parents?
4 What's the smallest amount of money you think you could ________ for a month? What would you spend it on?

e Answer the questions in **d**.

1 ______________________
2 ______________________
3 ______________________
4 ______________________

2 PRONUNCIATION the letters *o* and *or*

a Circle the word with a different sound.

up	1 money nothing [✓ sorry] worry
clock	2 cost shopping dollar clothes
phone	3 owe done note loan

b 2.1 Listen and check. Then listen again and repeat the words.

c Look at the pairs of words. Is the pronunciation of *or* the same (S) or different (D)?

1	aff**or**d	**or**ganized	S
2	st**or**e	w**or**se	D
3	m**or**tgage	f**or**k	____
4	sh**or**t	w**or**k	____
5	w**or**ld	w**or**th	____
6	**or**der	w**or**d	____

d 2.2 Listen and check. Then listen again and repeat the words.

3 GRAMMAR present perfect and past simple

a Circle the correct form.

1 I [✓ *'ve never owed*] / *never owed* any money to the bank in my life.
2 Rachel wants to buy a flat, but she *hasn't saved* / *didn't save* enough money yet.
3 They *'ve charged* / *charged* us too much for our meal last night.
4 Paul *hasn't inherited* / *didn't inherit* anything from his grandmother when she died.
5 I can't pay you back. I *haven't been* / *didn't go* to the cash machine yet.
6 I *'ve never used* / *never used* contactless payment, but I'd like to try it.
7 How much *has your TV cost* / *did your TV cost*?
8 I *haven't had* / *didn't have* any coins, so I couldn't put any money in the parking meter.
9 I love your house – how long *have you lived* / *did you live* in it?
10 My girlfriend has a really well-paid job. She *has earned* / *earned* £65,000 last year.

b Complete the conversations with the correct form of the verbs in brackets.

1 **A** When did your daughter buy her car? (buy)
B When she __________ her driving test last month. (pass)

2 **A** How much money __________ you __________ from your sister yesterday? (borrow)
B About £100, but I __________ already __________ it all! (spend)

3 **A** __________ you __________ a new flat yet? (find)
B Yes, and the bank __________ just __________ to give me a mortgage. (agree)

4 **A** __________ you ever __________ any money to anyone? (lend)
B Only to my boyfriend when he __________ a new phone. (need)

5 **A** __________ your mother __________ an appointment with the doctor yet? (make)
B Yes, she __________ him yesterday, and she's seeing him tomorrow. (call)

c Write questions. Use the present perfect or past simple form of the verbs. Include *ever* when possible.

1 **a** you / buy a house or flat
Have you ever bought a house or flat?
b when / you / buy it
When did you buy it?

2 **a** you / find any money on the street
____
b how much / you / find
____

3 **a** you / use contactless payment
____
b where / use it
____

4 **a** you / pay for a meal for a lot of people
____
b why / you / pay for it
____

5 **a** you / stay in an expensive hotel
____
b who / you / stay there with
____

6 **a** you / raise money for charity
____
b how much / you / raise
____

d Answer the questions in **c**.

1 **a** __________
b __________
2 **a** __________
b __________
3 **a** __________
b __________
4 **a** __________
b __________
5 **a** __________
b __________
6 **a** __________
b __________

2B Life-changing

G present perfect + *for* / *since*, present perfect continuous
V strong adjectives: *exhausted*, *amazed*, etc.
P sentence stress

1 GRAMMAR present perfect + *for* / *since*, present perfect continuous

a Complete the chart with the words and phrases from the list.

~~2015~~ a long time Christmas I was very young lunchtime six months three days Tuesday two weeks years

for	*since*
	2015

b Complete the sentences with the present perfect simple form of the verbs in brackets and *for* or *since*.

1 I 've had ______ my car for ______ about a month. (have)
2 My sister ______ ill ______ three days. (be)
3 We ______ each other ______ we were at school. (know)
4 Owen ______ for the same company ______ five years. (work)
5 Dan and Vicky ______ in Scotland ______ they got married. (live)
6 My parents ______ gardening ______ they were young. (love)
7 I ______ to go to Australia ______ a long time. (want)
8 Lola ______ to me ______ last year. (not speak)
9 I ______ my grandparents ______ ages. (not see)
10 Harry ______ Ayesha ______ they were at school together. (like)

c Complete the conversations with the present perfect continuous form of the verbs in brackets.

1 **A** Did you know that Amy's in a band?
B No! Have they been playing ______ together for a long time? (they / play)

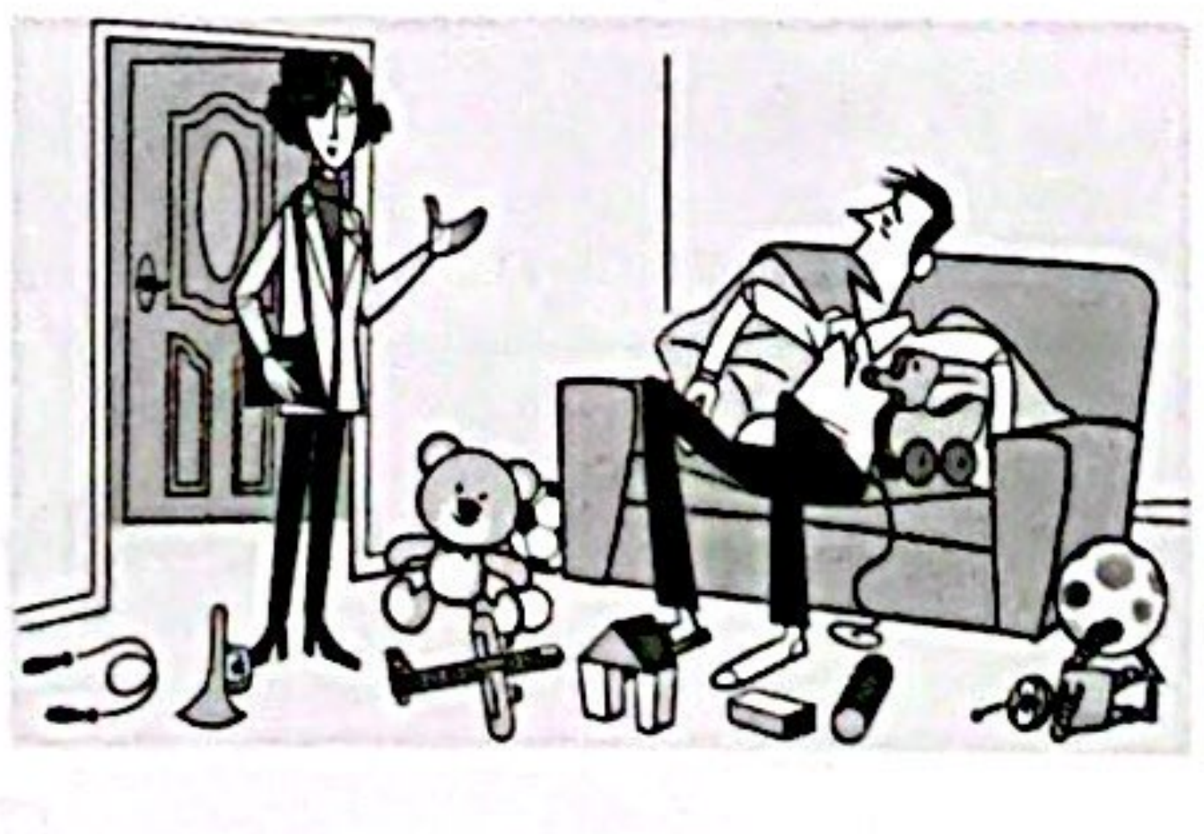
2 **A** How long was your flight?
B Twelve hours. ______ ______ all day. (we / travel)

3 **A** My brother has a very good job in New York.
B Really? How long ______ ______ there? (he / work)

4 **A** Maya's found a new flat, at last.
B Oh, good! ______ ______ one for ages. (she / look for)

5 **A** Why does Liam's teacher want to see you?
B ______ ______ his homework lately. (he / not do)

6 **A** You're late.
B Yes, I know. Sorry. ______ ______ long? (you / wait)



7 **A** You look exhausted.
B ______ ______ the children all day! (I / look after)

8 **A** How's your football team doing, Pete?
B Very well, but ______ ______ recently. I've hurt my foot. (I / not play)

d Circle the the correct form. If both forms are possible, tick (✓) the sentence.

1 How long *have you lived / have you been living* abroad? ✓
2 *I've studied / I've been studying* Turkish for two years. ☐
3 My parents *have had / have been having* the same car for ten years. ☐
4 How long *has Mark played / has Mark been playing* the bass guitar? ☐
5 Alex *has worked / has been working* in this school since he started teaching. ☐
6 *I've known / I've been knowing* her for years. ☐
7 *We've gone / We've been going* to the same dentist since we were children. ☐
8 *You've worn / You've been wearing* the same coat for years! ☐
9 How long *have you ridden / have you been riding* horses? ☐
10 *I've washed / I've been washing* the car. It looks much cleaner now. ☐

e What have you been doing recently? Write five sentences. Use the ideas from the list or your own ideas.

a book a hobby a job a new habit a sport
a TV series your work / studies

I've been eating more vegetables because I want to be healthier.
I've got exams, so I've been studying.
1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________

2 PRONUNCIATION sentence stress

a 2.3 Listen and complete the sentences.

1 I've been *travelling all day*.
2 ____________ have they been ____________?
3 She's been ____________ since ____________.
4 They ____________ been ____________ for ____________.
5 We've been ____________ the ____________.
6 I ____________ been ____________.

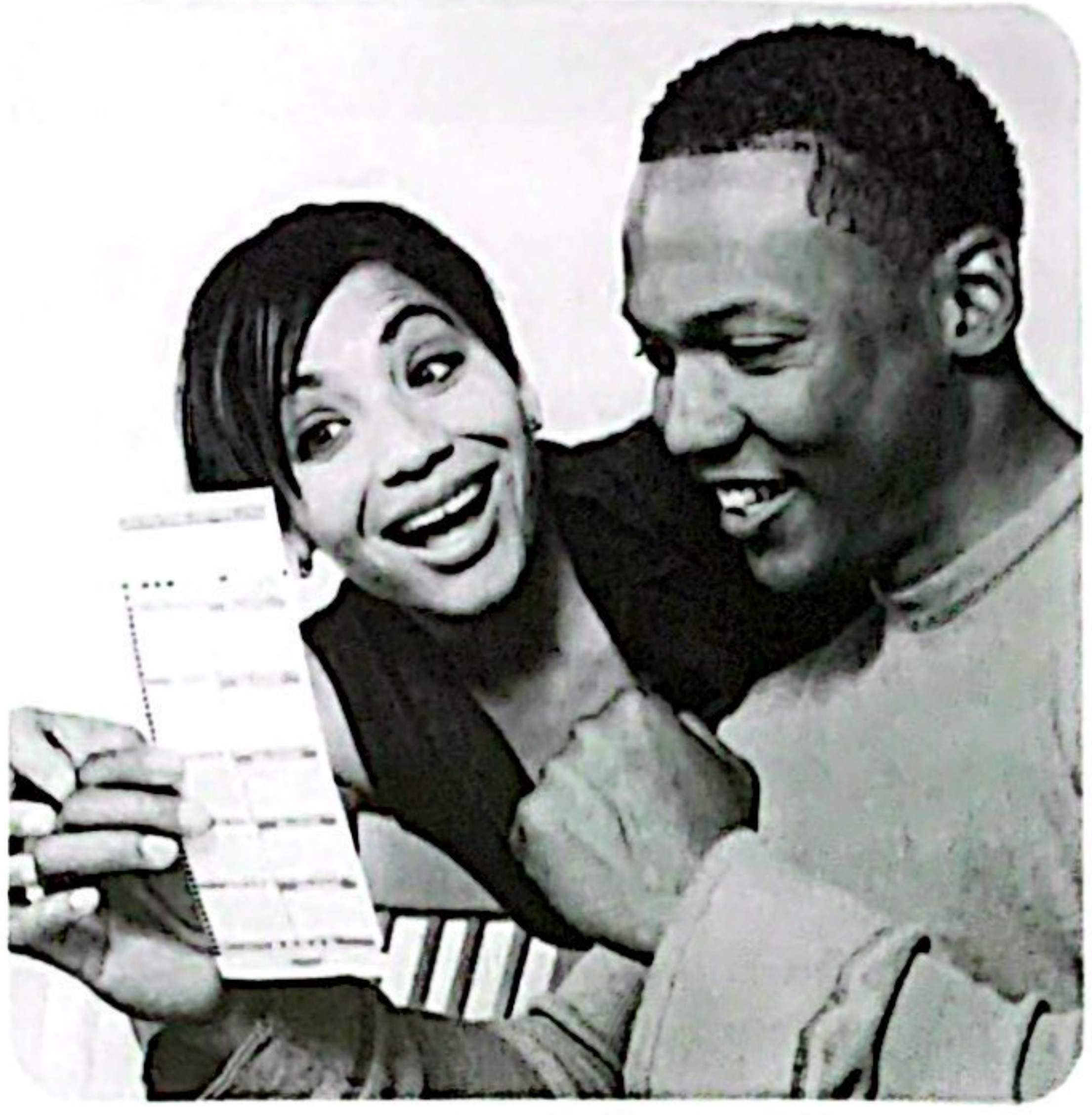
b Listen again and repeat the sentences. Copy the rhythm.

3 VOCABULARY strong adjectives

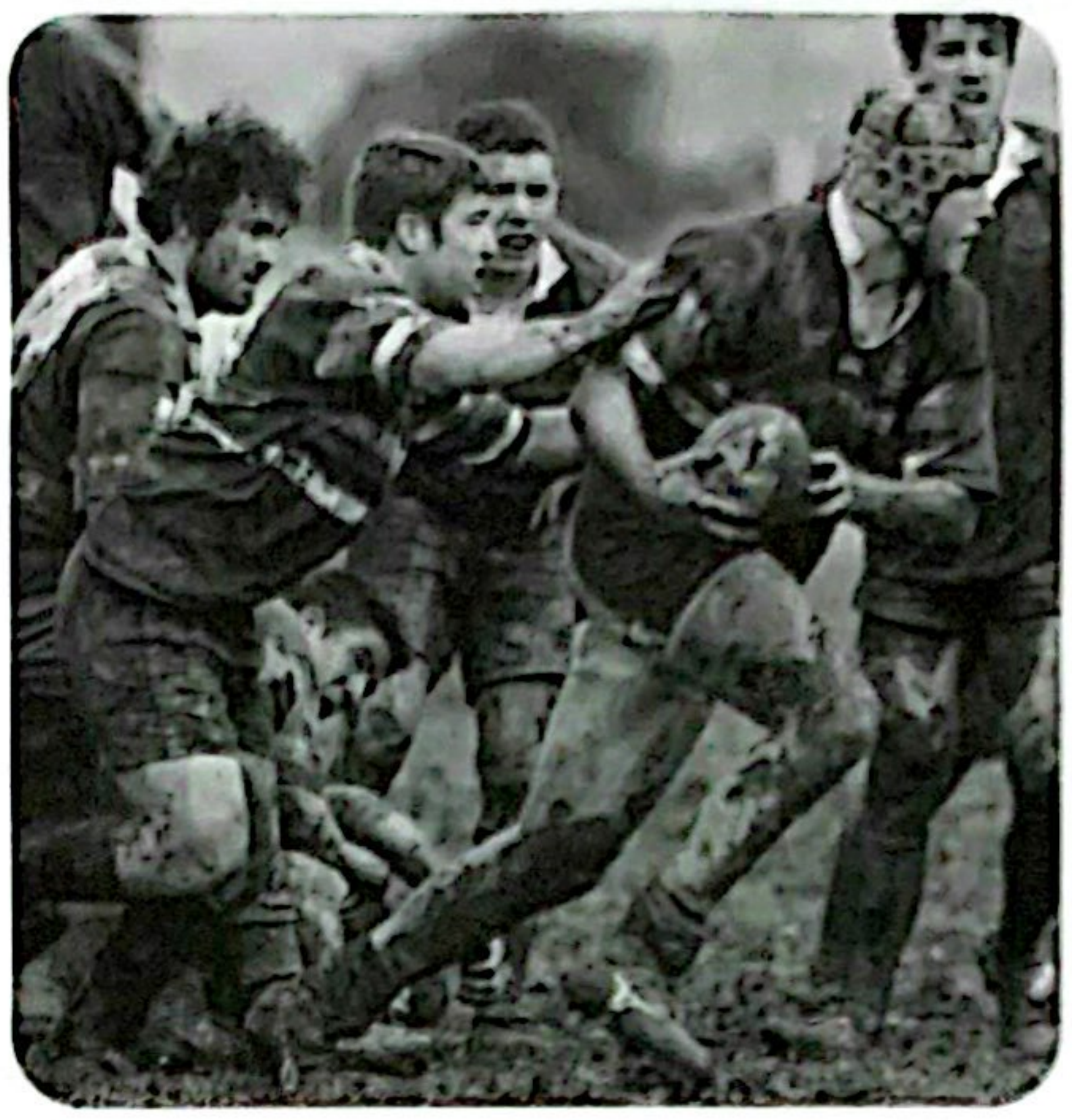
a Match the normal adjectives 1–14 to the strong adjectives a–n.

1 tired *d* a amazed
2 surprised ___ b boiling
3 big ___ c delighted
4 cold ___ ~~d exhausted~~
5 dirty ___ e filthy
6 funny ___ f freezing
7 happy ___ g furious
8 hot ___ h fascinating
9 hungry ___ i hilarious
10 interesting ___ j huge
11 small ___ k positive
12 sure ___ l starving
13 afraid ___ m terrified
14 angry ___ n tiny

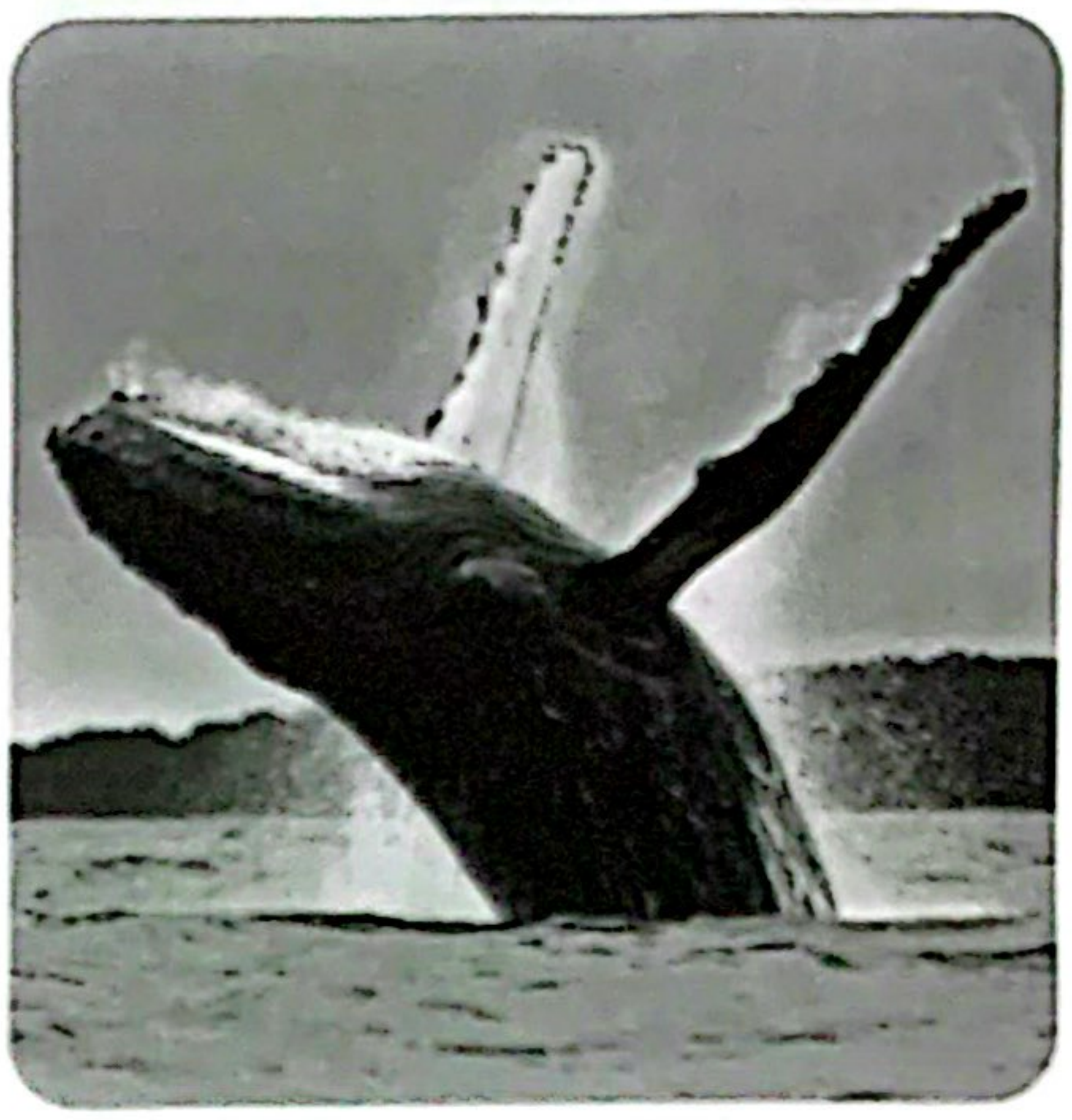
b Complete the sentences with the strong adjectives from **a**.



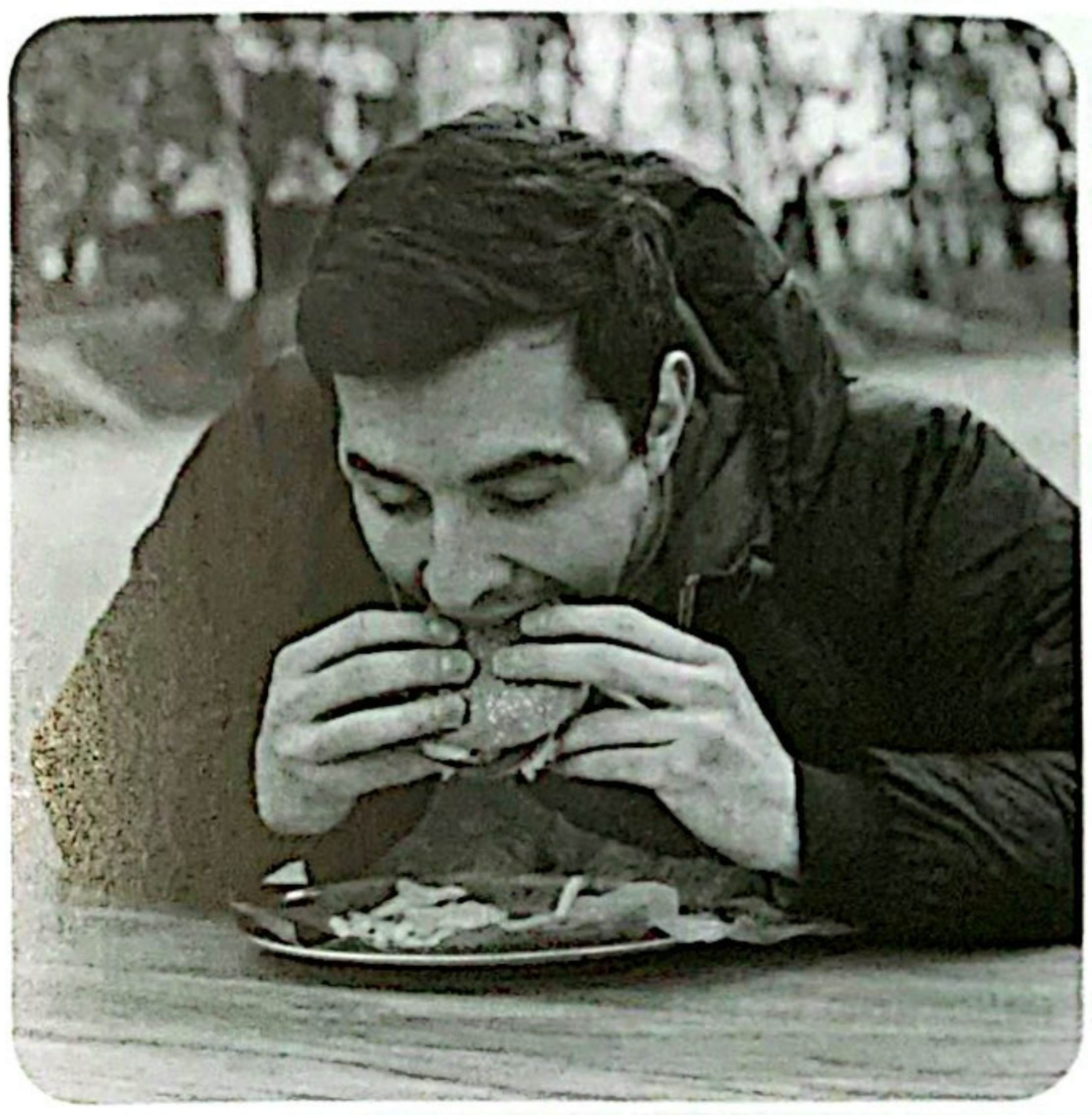
1 The couple are delighted________.



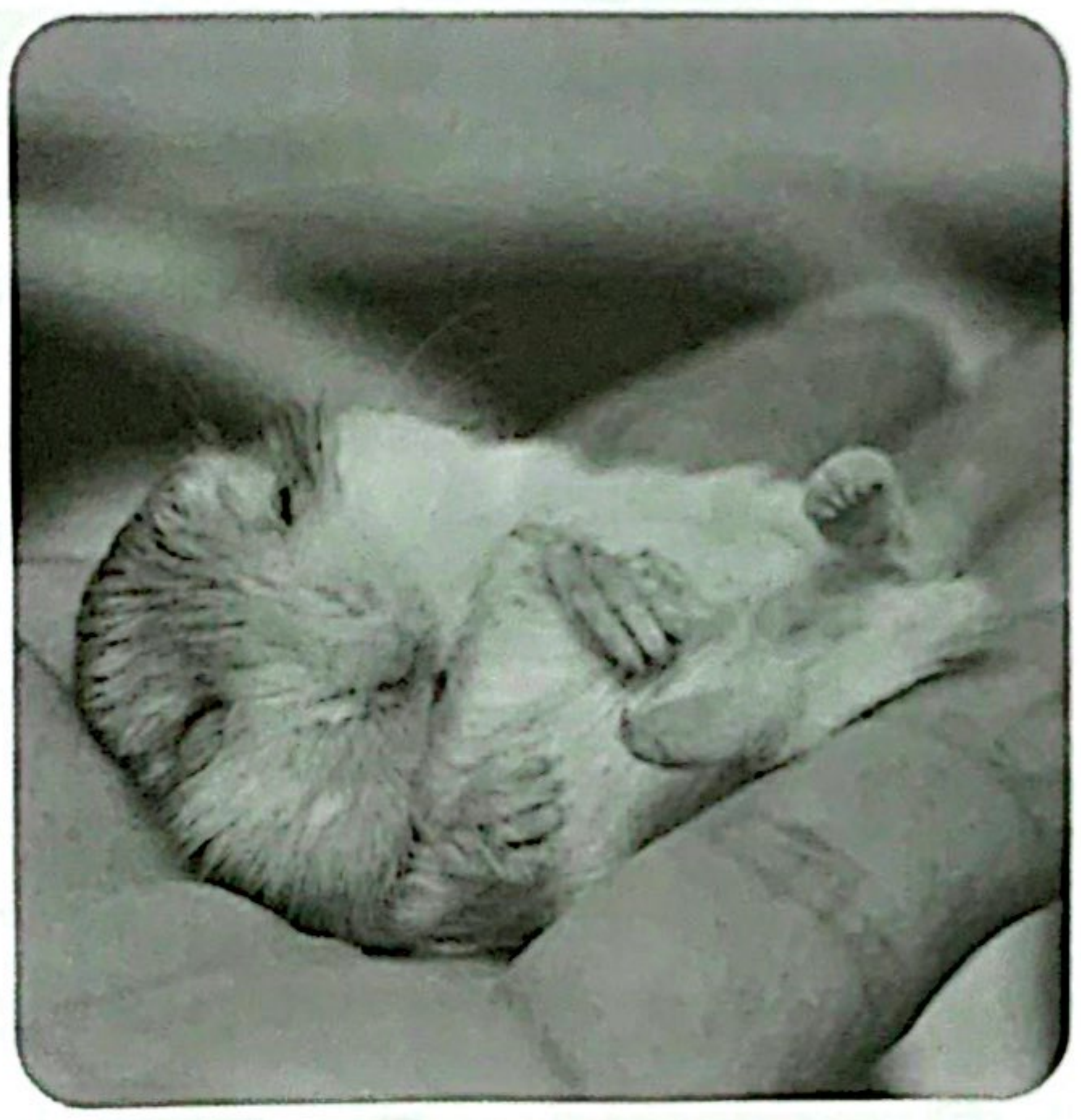
2 They're ____________.



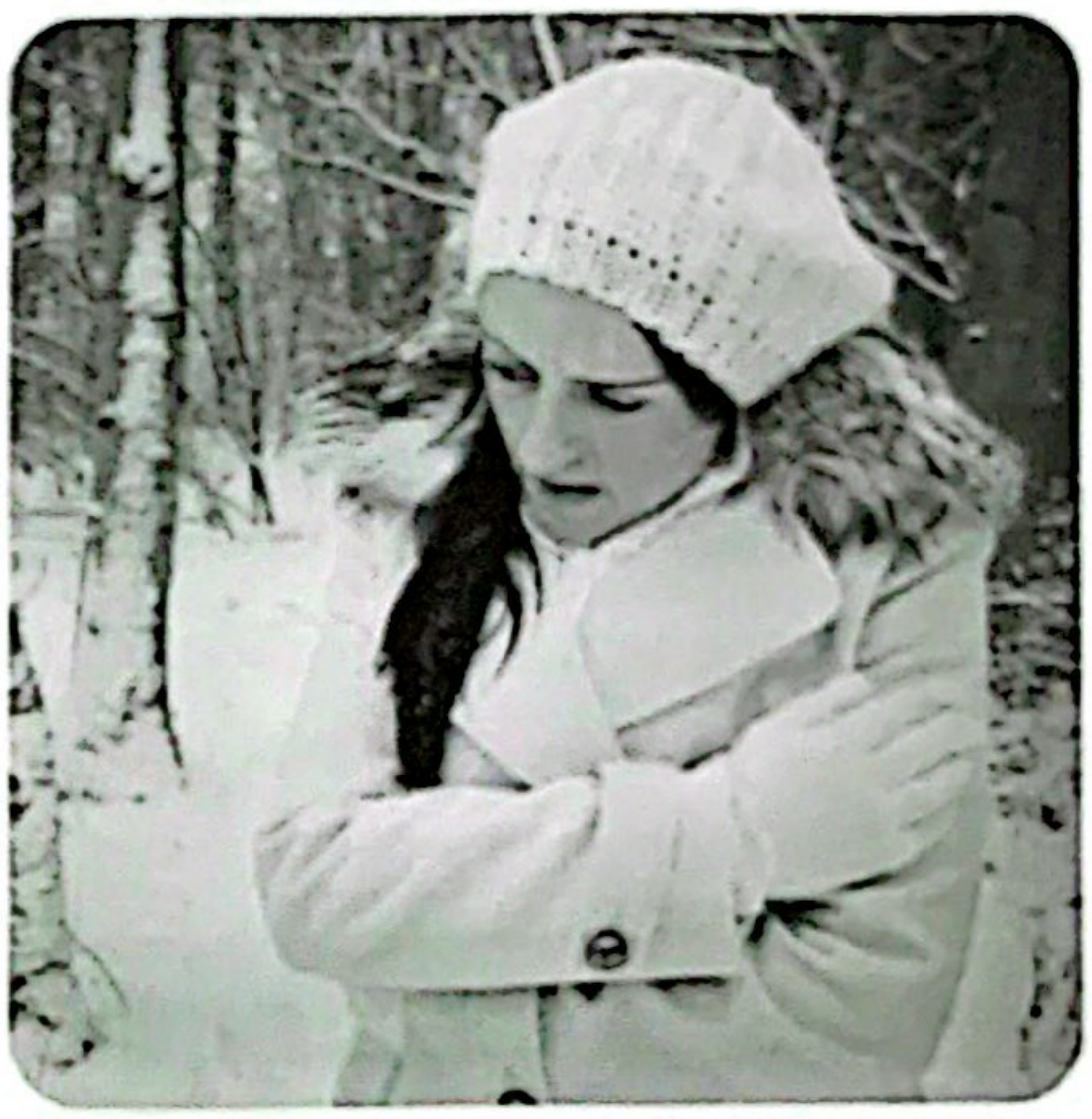
3 It's really ____________.



4 He's ____________.



5 It's a ____________ hamster.



6 She's absolutely ____________.

c Complete the sentences with the strong adjectives from **a**.

1 The temperature has been going up all week, and now it's absolutely boiling____________.
2 I'm ________________ that you don't know the name of the president of the USA.
3 Tom's parents have just found out he's been missing school, so they're ________________.
4 I've been watching a horror film, and now I'm absolutely ________________!
5 We're ________________ because we've walked 35 km today.
6 That film is ________________! We laughed all the way through it.
7 This book is ________________. I've learned so much from it.
8 I've been thinking about your question, and now I'm ________________ I know the answer.

d Complete the sentences about you.

1 The last time I had a huge meal was when ____________
________________________________.
2 The weather was absolutely boiling when I ____________
________________________________.
3 One of the most hilarious films I've seen is ____________
________________________________.
4 I felt really exhausted when I ________________
________________________________.
5 When I'm absolutely starving, the thing I most want to eat is ________________________.
6 I was delighted with a present I got ____________
________________________________.
7 I saw a fascinating TV programme recently about
________________________________.
8 Something that makes me furious is ____________
________________________________.

1 Exam skills

Reading: Multiple-choice

Exam tips: Short texts with multiple-choice questions

- Read the text and think about its purpose and context.
- Read the three options and compare them with the text. Look for words that are the same or similar, and read the text again carefully. Choose the option that matches the meaning in the text exactly.
- Read the texts and the options you chose again. Check that the options match the meaning in the text exactly.

a **Read the text in question 1 below. Think about the purpose and context of the text.**

1

HOCKEY COMPETITION

Start: **Saturday at 11.00 a.m. (until around 8 p.m.)**

Please arrive one hour before the start.
There will be some practice games first.
Don't forget to wear club sweatshirts.

A The hockey competition will last all morning.

B All players need to practise hockey before Saturday morning.

C All players need to wear their club sweatshirts.

b **Read the options for question 1 in a. Compare the options with the text and look for words that are the same or similar. Read the text again carefully and choose the option that matches the meaning exactly.**

c **Read the wrong options again. Check that they do not match the meaning of the text.**

d **Look at questions 2–5. Choose the correct options. Follow the same steps as above.**

e **Read all the texts and the options you chose again. Check your answers.**

2

Sophie
I've made a curry – it's in the microwave. Can you make some rice for us to have with the curry? We ca
eat together when I get back at around 2 p.m.
Jason

Jason is asking Sophie to… .

A leave the curry in the microwave

B make the rest of the lunch for both of them

C come home at around 2 p.m.

3

FOR SALE

Coffee machine

- Well used, but in excellent condition
- Original box included (slightly damaged)
- Instructions are missing (but not necessary to use the machine)

Call Anja: 07700 900642

A The coffee machine needs to be repaired.

B The owner hasn't used the coffee machine much.

C The coffee machine is easy to use.

4

SUZI'S SNACK BAR

Special offer on sandwiches: buy one, get one free!
Offer available today only, 3–5 p.m.
Eat in or take away

A The snack bar is only open for two hours.

B You can get free sandwiches all afternoon.

C Two sandwiches will cost the same as one for a short time.

5

Hi, Chen. We're outside the restaurant. Are you coming for lunch with us? If you are, message me and we'll wait inside. Hope to see you soon!
Tomas

Chen needs to… .

A let Tomas know what his plans are

B wait inside the restaurant if he arrives first

C tell Tomas what time he'll arrive

2 Exam skills

Listening: Matching headings

Exam tips: Matching headings in listening tasks

- Read the headings before you listen. Try to guess what the extracts are about.
- Listen for words connected to each heading.
- Match the headings to the extracts.
- ~~Cross out~~ the headings that do not match any of the extracts.
- Listen again and check your answers. Make sure you have answered every question.

a Look at the headings A–I before you listen. What do you think each extract is about?

b 2.4 Listen to extract 1. Which words from the extract show that **H** is the correct heading?

c 2.5 Now listen to extracts 2–7. Choose the heading that matches each extract.

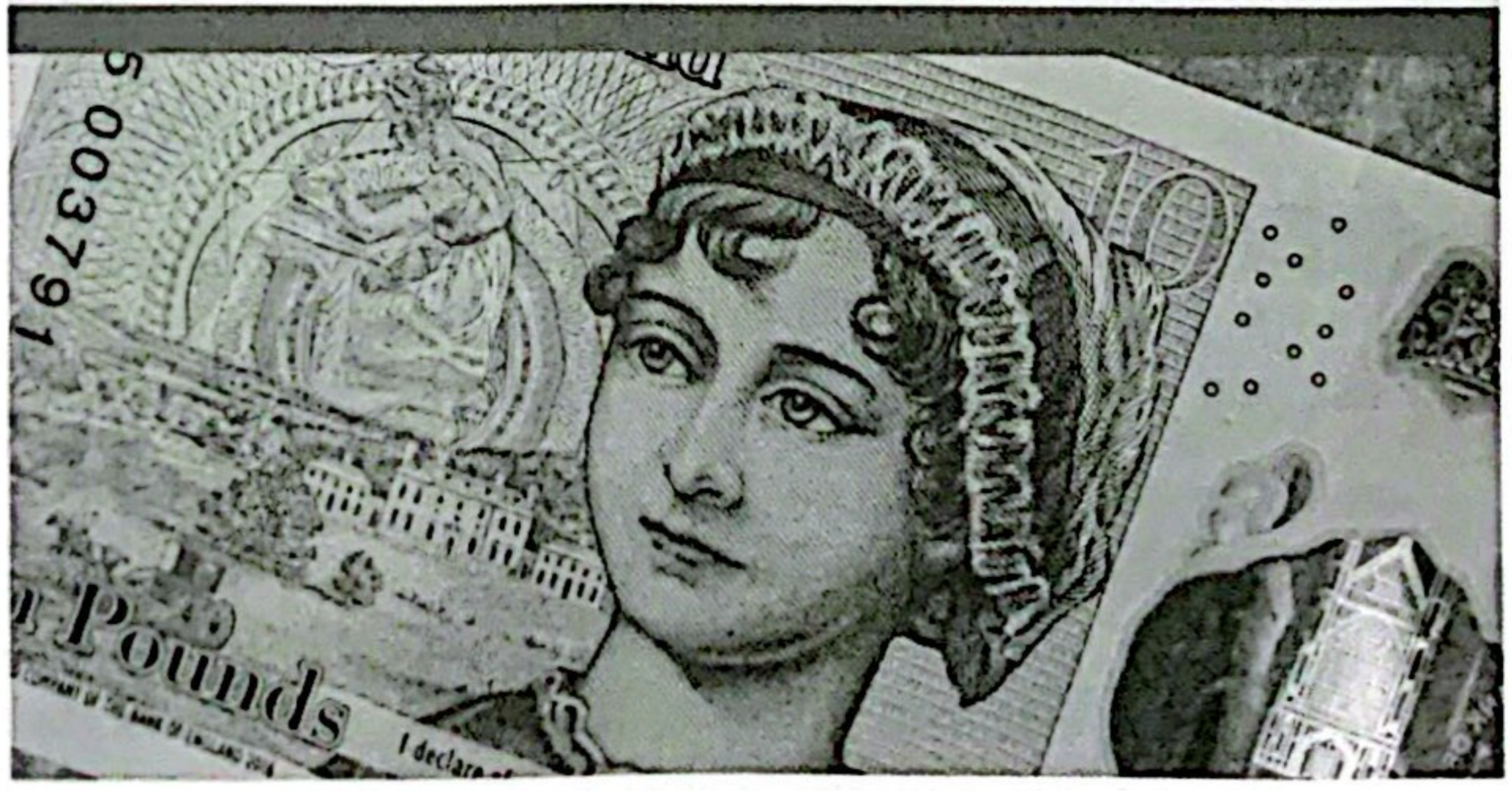
Extract	Heading
1	H
2	____
3	____
4	____
5	____
6	____
7	____

d ~~Cross out~~ the two headings that do not match any of the extracts.

e Listen again and check your answers. Make sure you have answered all the questions.

MONEY MATTERS IN THE NEWS

A HOW TO START USING A BANK
B MONEY THROUGH HISTORY
C A SOCIETY WHERE CASH IS NOT USED
D TESTING YOUR ABILITY TO SAVE MONEY
E GETTING DONATIONS THE HARD WAY
F A MORE MODERN WAY OF HELPING OTHERS
G EASY WAYS TO GET RICH
H WHO'S ON YOUR CURRENCY?
I SAVING MONEY ON FOOD



3A Who got there first?

G choosing between comparatives and superlatives
V transport
P /ʃ/, /dʒ/, and /tʃ/; linking

What's the best way to get around London?

Probably the Tube, although buses are cheaper.

1 VOCABULARY & SPEAKING transport

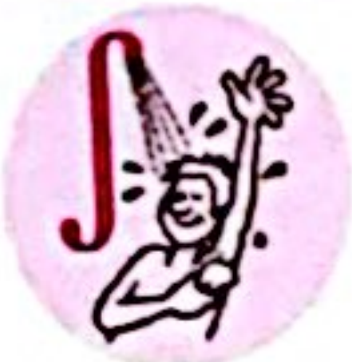
a **Video** Watch the video. Then in 30 seconds, try to remember the ten forms of transport that you saw.

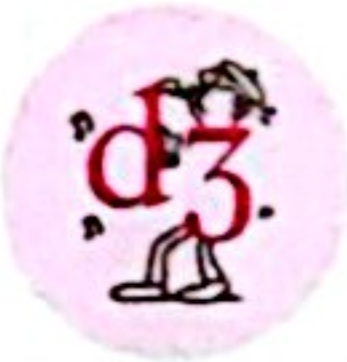
b **V Vocabulary Bank** Transport *p.241*

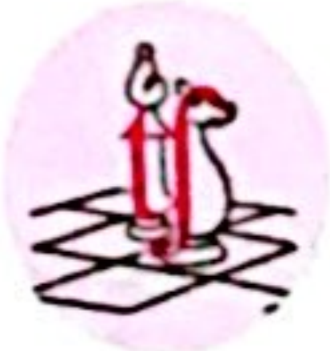
c **C Communication** I'm a tourist – can you help me? **A** *p.186* **B** *p.191* Role-play being a tourist.

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

a Look at the sound pictures. What are the words and sounds?







b **Video** Watch and check. Try to hear the difference between the three sounds.

c **Video** Write three words from the list in each column in **a**. Then watch and check. Practise saying the words.

adventure bridge catch coach crash
journey rush station traffic jam

d **3.4** Listen to the pairs of words. Can you hear the difference? Practise saying them.

/tʃ/ and /dʒ/

1 a cheap b jeep
2 a chain b Jane
3 a choke b joke

/ʃ/ and /tʃ/

4 a ship b chip
5 a shoes b choose
6 a wash b watch

e **3.5** Listen and circle the word you hear.

f **3.6** Listen and write five short sentences or questions.

3 READING & LISTENING

a You are going to read an article about a race to London' Heathrow airport. Read the introduction and answer the questions.

1 Where do they start from? Where exactly does the race end?
2 What are the three forms of transport?
3 Which one do you think will be a) the quickest, b) the most comfortable, c) the cheapest?

b Now read about the race. Do you still think your predictions to question 3 in **a** are correct?

c **Exam** Read about the race again and complete the sentences with **Nicky**, **Liam**, or **Ben**.

1 __________ got a bit lost in the middle of the race.
2 __________ thought the journey was very good value.
3 __________ had a good conversation on the way.
4 __________ could have had a cheaper journey if he had bought an advance ticket.
5 __________ could have had a cheaper journey if he had travelled with other people.
6 __________ says the journey will improve in the future.

d Cover the text. Complete the sentences about travel with a verb in the correct form.

arrive change drop get (x2) run take (x2) travel

1 He had to __________ for two stops and then __________ trains at Paddington.
2 Liam __________ the Heathrow Express.
3 He quickly __________ onto a Heathrow Express train – they __________ every 15 minutes.
4 I __________ at the airport without any stress.
5 It __________ 15 minutes to get from Paddington Station to Heathrow.
6 The taxi driver __________ me off right outside the terminal.
7 So who __________ there first?

e **Video** Who do you think is going to win the race? Watch *Race to the airport* Part 1. Is your answer still the same?

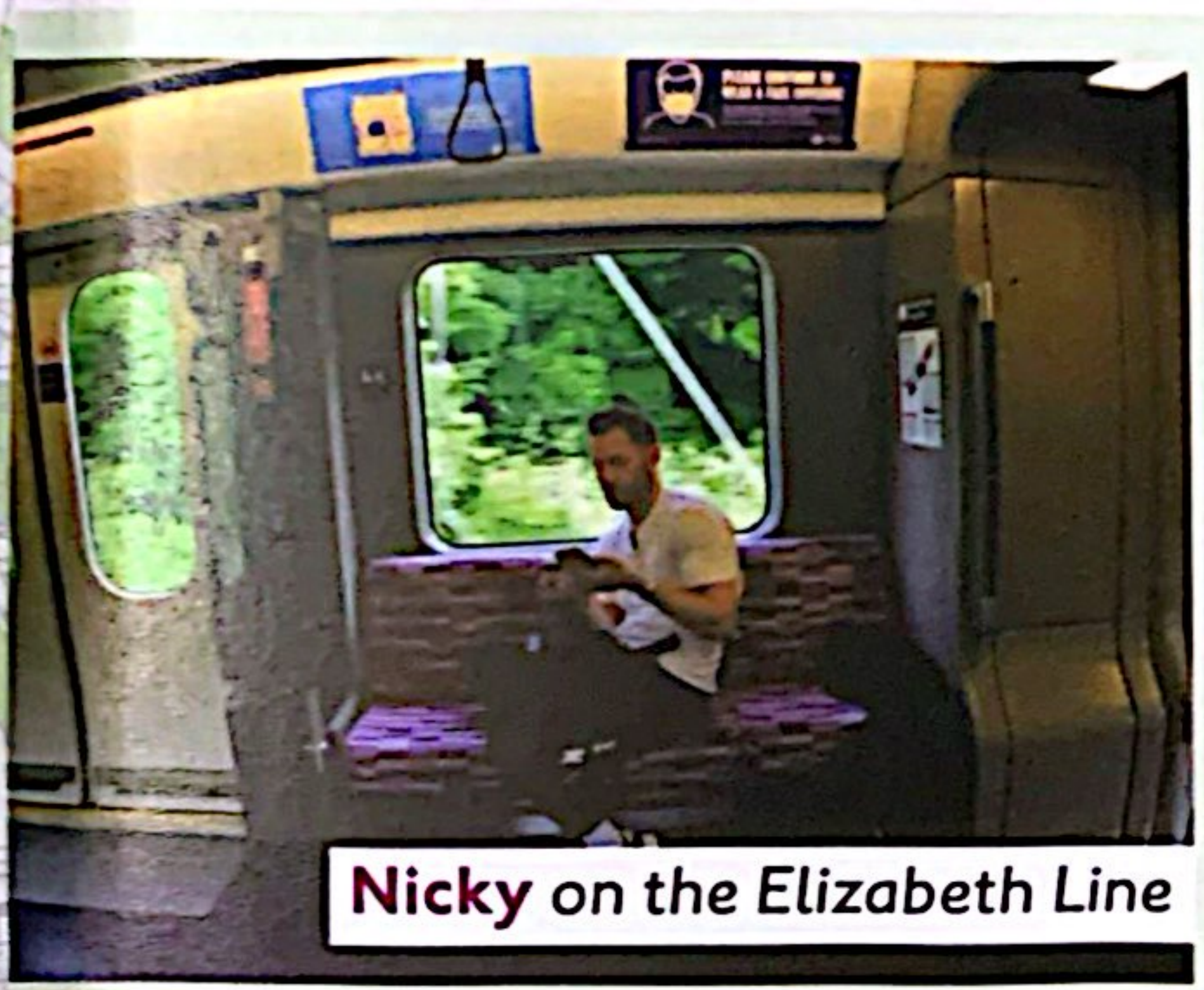
f **Video** Now watch *Race to the airport* Part 2. Whose journey was a) the quickest, b) the most comfortable, and c) the cheapest?

g Think of your nearest big city. What kind of public transport is there? Which type do you use and how often? Which is usually the quickest / the most comfortable / the cheapest?

Race to the airport

London Heathrow is the UK's busiest airport and many of us will pass through its five terminals at one time or another. There are many different ways of reaching Heathrow from central London, so when the Elizabeth Line opened, three experts from travel website The Points Guy decided to test three different methods of getting from Oxford Circus to Heathrow Terminal 2 (a distance of approximately 27 km). Ben Smithson took a classic London black cab, Liam Spencer took the Heathrow Express, and Nicky Kelvin took the brand-new Elizabeth Line on the very first day it opened to the public.

LIAM
@liam_spencer
NICKY
@nickykelvin
BEN
@ben___smithson


Nicky *on the Elizabeth Line*

The Elizabeth Line

Starting from Oxford Circus, Nicky ran down Oxford Street to Tottenham Court Road Underground station to get the Elizabeth Line. He had to travel for two stops and then change trains at Paddington. 'The train makes nine stops altogether, and at the moment, you have to change in order to reach Heathrow. However, soon it will be direct.'

Nicky enjoyed being on the Elizabeth Line. 'There's a conveniently located station on Tottenham Court Road and the trains are very frequent,' he said. 'On board, the carriages were brand-new and there was good aircon. The other huge benefit was the cost.'

Liam *on the Heathrow Express*

The Heathrow Express

Liam took the Heathrow Express, the fast train which goes from Paddington railway station to the airport. From Oxford Circus, he took the Bakerloo Underground line to Paddington, which was five stops. He wasted a bit of time at Paddington finding the right platform, but then he quickly got onto a Heathrow Express train – they run every 15 minutes.

'The whole experience felt relaxed and I arrived at the airport without any stress. It takes 15 minutes to get from Paddington Station to Heathrow Terminals 2 and 3. There were plenty of seats available, complete with charging ports and tray tables.'

'The journey isn't cheap. Booking further in advance can get you a better price, but this isn't always an option for last-minute travel. It's also a shame that the service only operates from Paddington – adding another departure point would help to serve more of London.'

Ben *in the black cab*

The black cab

Ben took a black cab. He had to wait at least five minutes to get a taxi, even at busy Oxford Circus. Once he was in the taxi though, the journey was very smooth.

'With six passenger seats, there was plenty of room for my luggage and me, and my cheerful cab driver was happy to chat as we headed to the airport. The entire journey was less than 40 minutes. I didn't have to carry my luggage up and down stairs, and the taxi driver dropped me right outside the terminal.'

'It is an expensive journey, though if there were more passengers, it would make more financial sense. Next time, I think I will take an Uber instead.'

So who got there first?

4 GRAMMAR choosing between comparatives and superlatives

a Read the sentences. Are the highlighted phrases right (✓) or wrong (✗)? Correct the wrong phrases.

1 ☐ What's the quicker way to get to Heathrow airport?
2 ☐ Driving is more boring than going by train.
3 ☐ The train wasn't as fast than the taxi.
4 ☐ Oxford is about the same distance from London as Brighton.
5 ☐ There aren't as much trains as there were before on this line.
6 ☐ It was the more exciting journey I've ever had.
7 ☐ The worst time of day to travel in London is between 7.30 a.m. and 9.30 a.m.
8 ☐ Older people drive more careful than young people.

b Ⓖ **Grammar Bank** 3A *p.222*

c Talk to a partner. Compare the three things in each group using the **bold** adjective, e.g. for 1, decide which is the most dangerous, and then compare the other two. Say why.

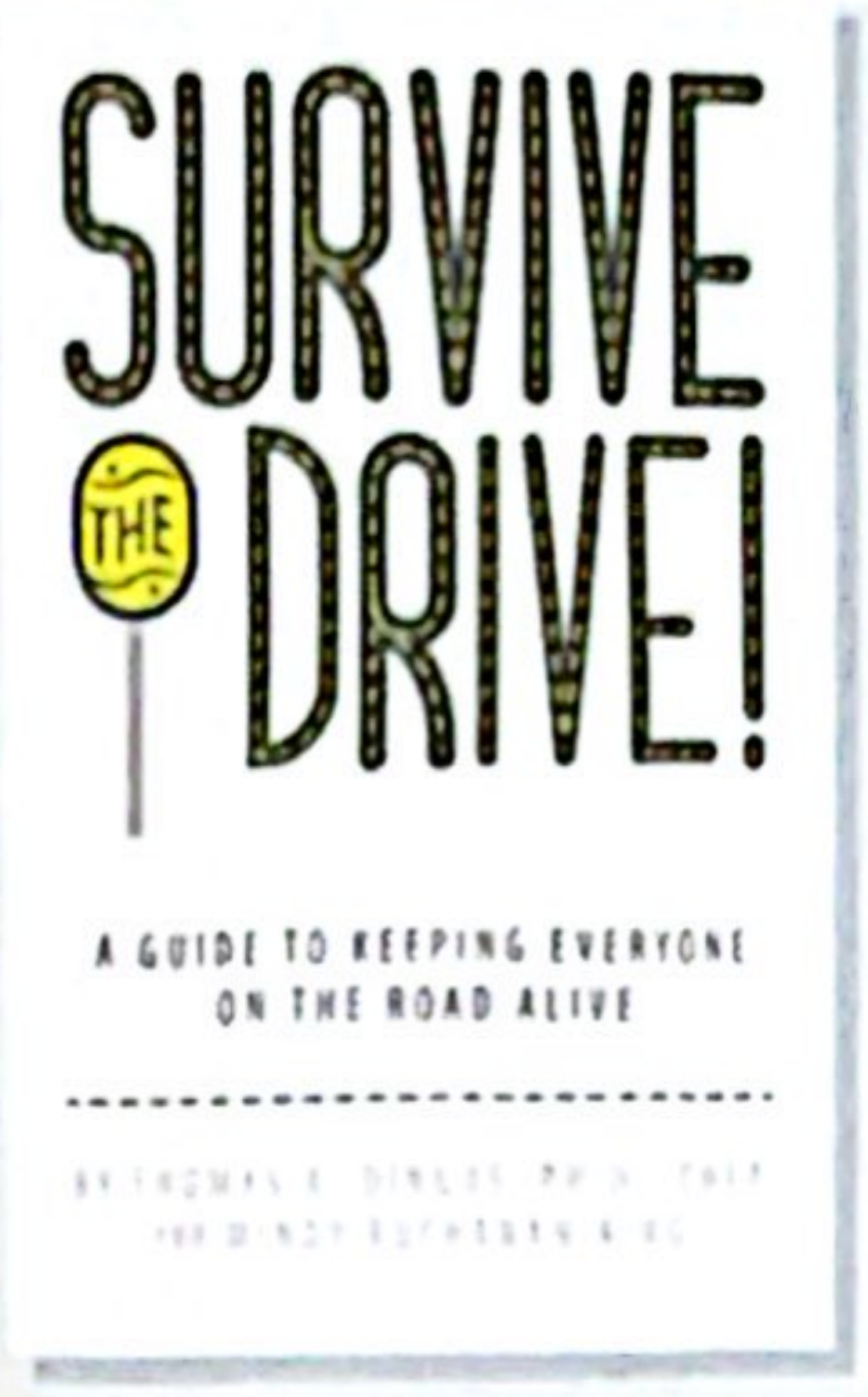
1 **dangerous** cycling driving riding a motorbike
2 **easy** learning to drive learning to ride a bike learning to ride a horse
3 **relaxing** driving flying travelling by train
4 **difficult** sleeping on a coach sleeping on a plane sleeping on a train
5 **boring** being stuck in a traffic jam waiting at an airport waiting for a bus

> *I think cycling is the most dangerous because sometimes drivers don't see cyclists. Riding a motorbike is more dangerous than driving.*

5 PRONUNCIATION & LISTENING linking

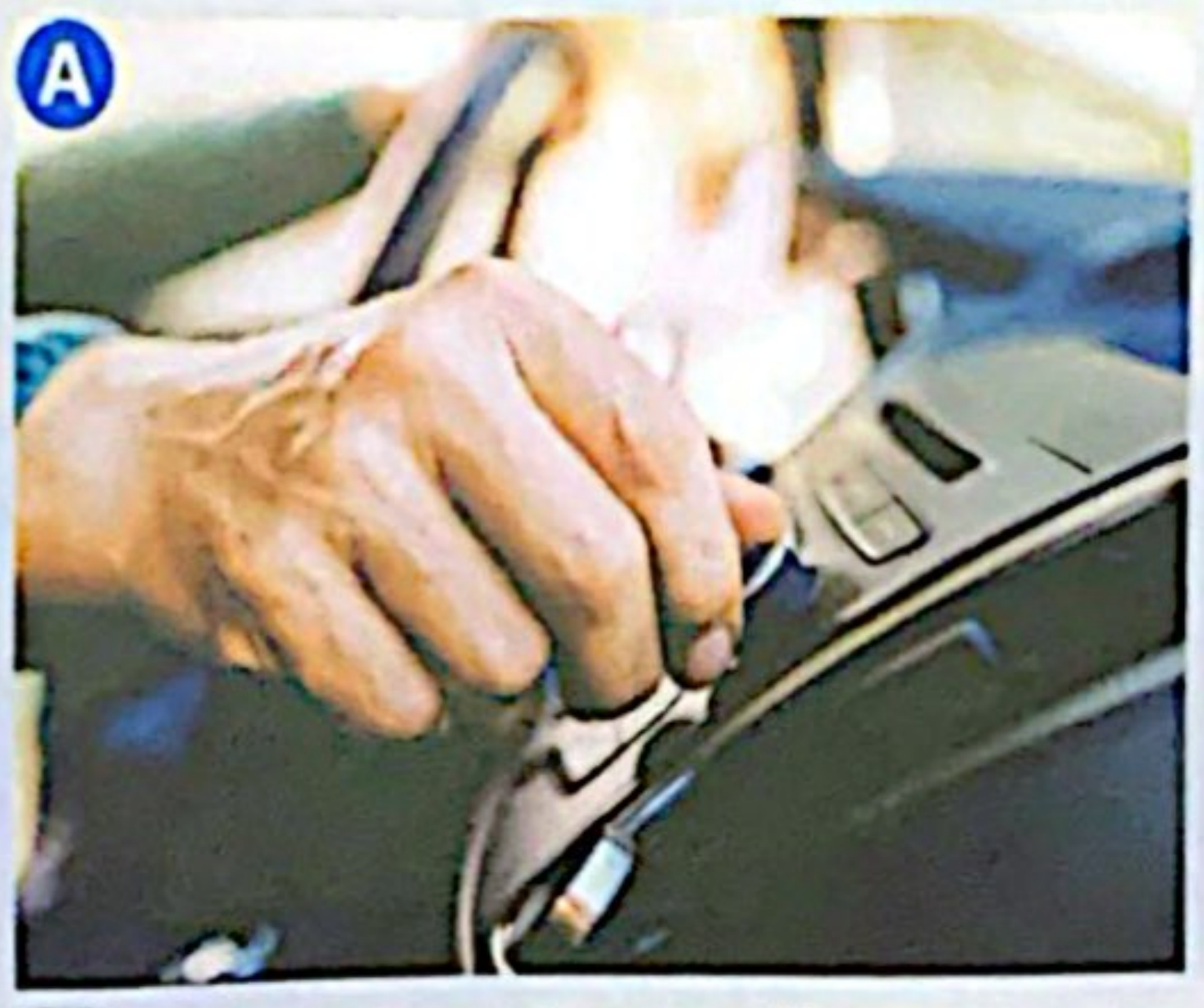
a Read about some research into the causes of car accidents. Then discuss the questions in pairs.

1 Do you think the research process was reliable? Why (not)?
2 Which three things do you think are the most dangerous?
3 Which one do you think is the least dangerous?



Two scientists at Virginia State University, in the USA, have published a book called *Survive the Drive*. In it, they describe their research into the most distracting things you can do when you are driving. They fitted video cameras and other devices to the cars of more than 3,500 drivers who were aged between 16 and 98. They then recorded their driving for three years, and they got millions of hours of video. During this time, the drivers had more than 900 accidents, and the researchers used the video to analyse exactly why they happened.

These are some of the things that drivers do or feel when they're driving, which are the main causes of accidents.


A
☐ adjusting the radio or music system

B
☐ adjusting the satnav

C
☐ eating or drinking

D
☐ feeling emotional

E
☐ feeling tired

F
☐ looking at something by the road

G
☐ reaching for something in the car

H
☐ talking to a passenger

Linking

We often link words together in English, especially when we speak fast. Being familiar with when we link words will help you understand the individual words in fast speech. We link words:

1 when a word ends in a consonant sound and the next word begins with a vowel sound, e.g. *the most‿interesting*.
2 when a word ends in a consonant sound and the next word begins with the same consonant sound, e.g. *the worst‿time*.
3 when a word ends in /t/ or /d/ and the next word begins with /t/ or /d/, e.g. *the biggest‿danger*.

b **3.10** You're going to listen to an interview with a traffic safety expert. Listen and complete some extracts with linked words from the interview.

1 What's the ________‿________ thing you can do while you're driving?
2 ...you'll probably make ________‿________...
3 ...people slow down to ________‿________ ‿________‿________...
4 ...this‿is‿a really common ________‿ ________‿________‿________ motorways.
5 This makes you ________‿________ likely to ________‿________‿________.
6 ________‿________ you find ________‿________?
7 ...always keep ________‿________‿ ________ the road!

c **3.11** Now listen to the interview. Number the activities in the photos 1–8 (1 = most likely to cause an accident). Were your top three correct?

d Listen again. Note down a number or fact about each dangerous activity.

1 ›) feeling emotional
ten times more likely to have an accident

e Are you surprised by any of this research? Which of the things are you (or drivers you know) most likely to do when driving?

Mediation An English-speaking friend recently passed their driving test. They are planning to drive on a long journey for the first time and they are nervous. Write an email to your friend, summarizing the main points from the interview about what not to do. Try to use your own words. Write about 150 words.

Ⓜ Mediation Bank 3 *p.256* Written mediation: Paraphrasing

6 SPEAKING

People should need a driving licence to ride an electric scooter.

a **3.12** Listen to two people talking. Do they agree or disagree with the statement?

b **3.13** Listen to some extracts from **a**. Complete the gaps in the information box.

Giving your opinion

1 ________, *I don't think people* ________ ________ *a driving licence...*
2 *In* ________ ________, *e-scooters are...*
3 *But I think people* ________ ________ ________ *to ride them...*

We often use *should(n't)* + verb to say what we think is the right thing or a good thing (to do).

c Look at the statements below. Tick (✓) the ones you agree with and cross (✗) the ones you disagree with. Think about your reasons.

☐ People who drink and drive should lose their driving licence for life, even if they did not cause an accident.
☐ Slow drivers cause more accidents than fast drivers.
☐ Speed cameras do not stop accidents, they just make money for the government.
☐ Drivers who are over 80 are as dangerous as young drivers.
☐ Cyclists in cities should only be allowed in cycle lanes, not where cars and other vehicles drive.
☐ It should be illegal to eat or drink when you're driving.
☐ The minimum age for riding a motorbike should be 25.
☐ The speed limit on motorways should be lower.

d In groups, take turns to give your opinions on a statement in **c**. Do the others in the group agree or disagree with you? Use the language from the information box.

7 WRITING an article for a website

Ⓦ Writing Bank 3 *p.199* Write an article about transport in your town or city.

3B Challenging stereotypes

G articles: *a* / *an*, *the*, no articl
V collocation: verbs / adjective
+ prepositions
P /ɔ/, two pronunciations of th

Children are much better with technology than adults.

I think that's a stereotype.

1 READING

a Look carefully at the book illustration. What is happening? What stereotype is it challenging? Why do you think stereotypes are harmful?

b Read an article from an American sociology website and check your ideas in **a**. What's the difference between a stereotype and a generalization?

c Read the article again and match 1–4 to A–D.

1 Generalizing is useful because it helps us to...
2 Stereotyping is a problem because it is based on...
3 It's wrong to make assumptions about people based on things like...
4 Generalizing is neutral, but...

A ☐ stereotyping is negative.
B ☐ ideas that are not true.
C ☐ understand the world around us.
D ☐ appearance, ethnicity, or gender.

d Do you think people are more aware now than in the past of the harmful effects of stereotyping? Think of an example.

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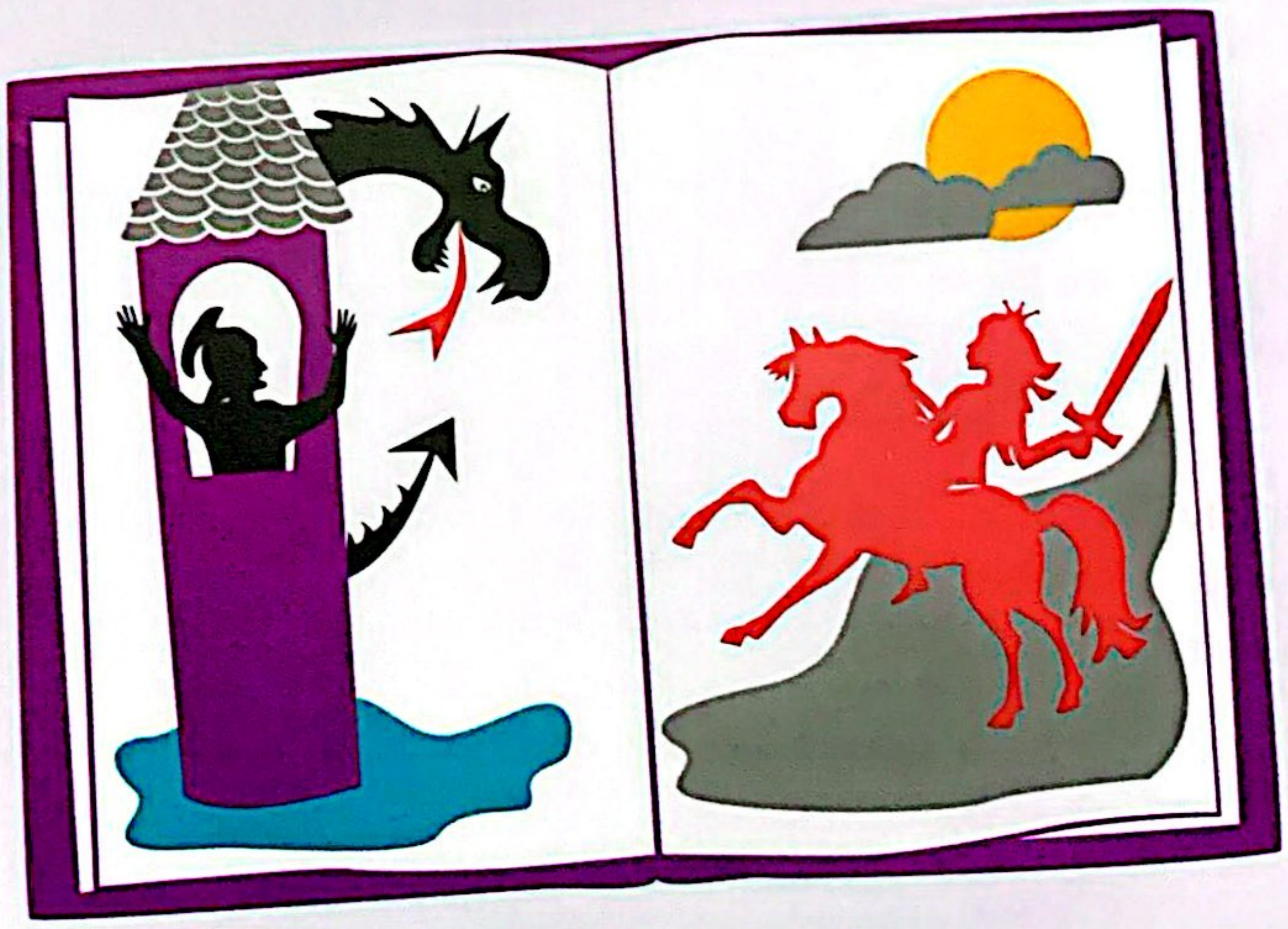
Generalize, but don't *stereotype*!

We use **generalizations** to help us to understand things and people. Generalizations are based on facts and evidence. For example, if we see a flat surface with four legs, we generalize that it's a table because most objects like this are tables. If we see someone who looks over 80 years old, we generalize that they are retired because most people at this age don't work any more.



Unfortunately, sometimes generalizations can become **stereotypes**. A stereotype is a harmful and often negative generalization. We typically stereotype people or things that we do not understand or that we know nothing about. Stereotyping is something to avoid, because it can come from ideas about these groups, not truths. For example:

- It's not appropriate to stereotype based on what people look like. For example, you may assume from their appearance that someone is male, female, white, Afro-Caribbean, Asian, or Latin American. You may be right, but you may also be wrong.
- It's not appropriate to stereotype based on what you think you know about how particular groups of people behave. For example, an outdated gender stereotype is that strong, handsome men save weak, pretty women from danger. Others are that men don't do housework and women can't read maps. However, these abilities are not related to a person's gender; they are individual abilities related to individual people.

Generalizing helps us to navigate our lives, but stereotyping should be avoided because it can easily result in prejudice and discrimination, and can mean that some people cannot achieve their full potential in society.

2 GRAMMAR articles

a Quotes often express generalizations. Complete these quotes about education with *a* / *an*, *the*, or – (no article).

1 ________ child educated only at 2 ________ school is 3 ________ uneducated child.

George Santayana,
Spanish philosopher

4 ________ greatest university of all is 5 ________ collection of 6 ________ books.

Thomas Carlyle,
Scottish philosopher

7 ________ extremists have shown what frightens them 8 ________ most: 9 ________ girl with 10 ________ book.

Malala Yousafzai,
Pakistani educator

Until we get 11 ________ equality in 12 ________ education we will not be 13 ________ equal society.

Sonia Sotomayor,
American lawyer

Having one child makes you 14 ________ parent. Having two, you are 15 ________ referee.

David Frost,
British journalist

b Which ones do you agree with? Which quote(s) do you like best?

c Ⓖ **Grammar Bank** 3B *p.223*

3 PRONUNCIATION /ə/, two pronunciations of *the*

a **Video** Watch and repeat the sound and words.

a about accident future important
internet person question

b **3.17** Listen and underline five phrases where *the* is pronounced /ðiː/ (**NOT** /ðə/). Why does the pronunciation change? Which phrase in the list is an exception?

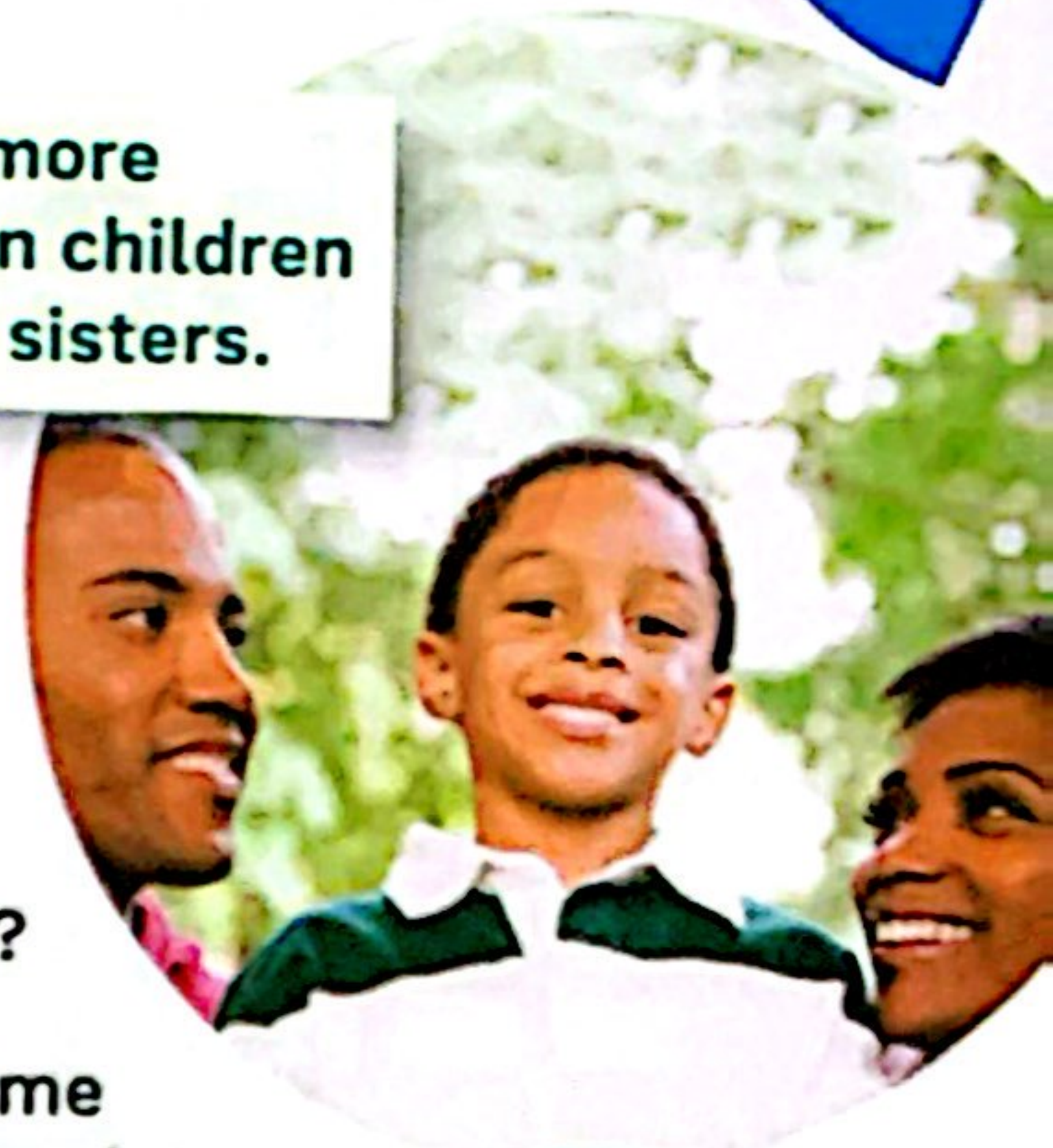
the cinema the office the Underground
the universe the moon the internet the sea
the accident the evening the dark

c Practise saying some common phrases where *the* is pronounced /ðiː/.

the other day the only way the end of the world
the average person the aim of the exercise
the immediate future the important thing

4 SPEAKING

Only children are more self-confident than children with brothers and sisters.



a **3.18** Listen to three people talking. Do they agree or disagree with the statement?

b **3.19** Listen to some extracts from **a**. Complete the gaps in the information box.

Generalizing

1 Generally ________, I think it's true that...
2 In ________, they behave in a more grown-up way.
3 ________ the whole, I think that only children are more independent...
4 They ________ to spend a lot of time by themselves.
5 They aren't ________ very good at...

c Work in groups of three. Take turns to talk about the statements. Use the language from the information box.

Children shouldn't be allowed to use **the internet** by themselves until they are 12 years old.

Going **to the cinema** is much better than watching films on TV.

Working **from home** is more enjoyable than going **to work**.

Breakfast is **the most important** meal of the day.

It's important to exercise at least **three times a week**.

Being **a teacher** is **the most stressful job** in **the world**.

Cats make better pets than **dogs** especially for **older people**.

Art and **music** are subjects that are not worth studying **at university**.

5 LISTENING

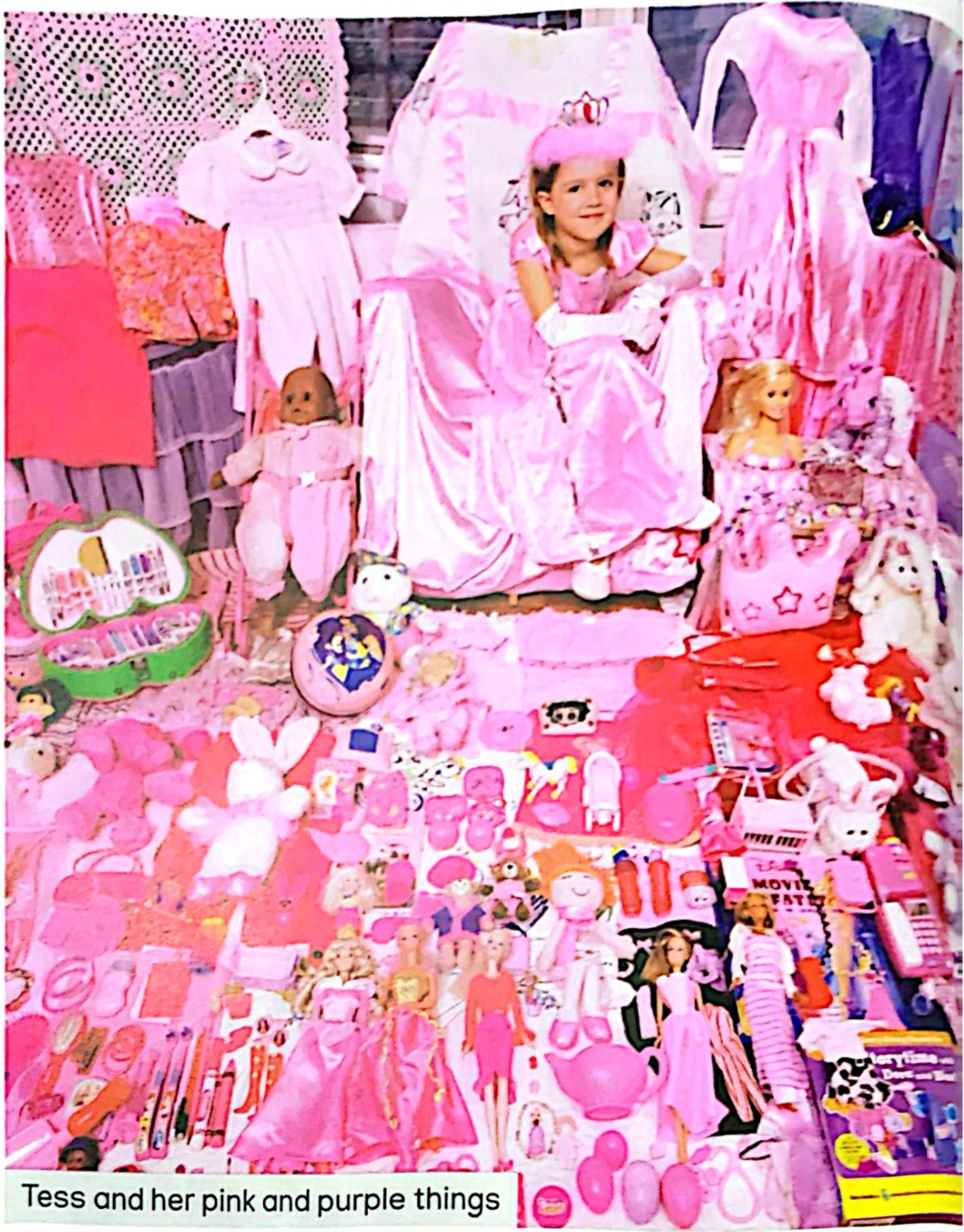
The Pink and Blue Projects

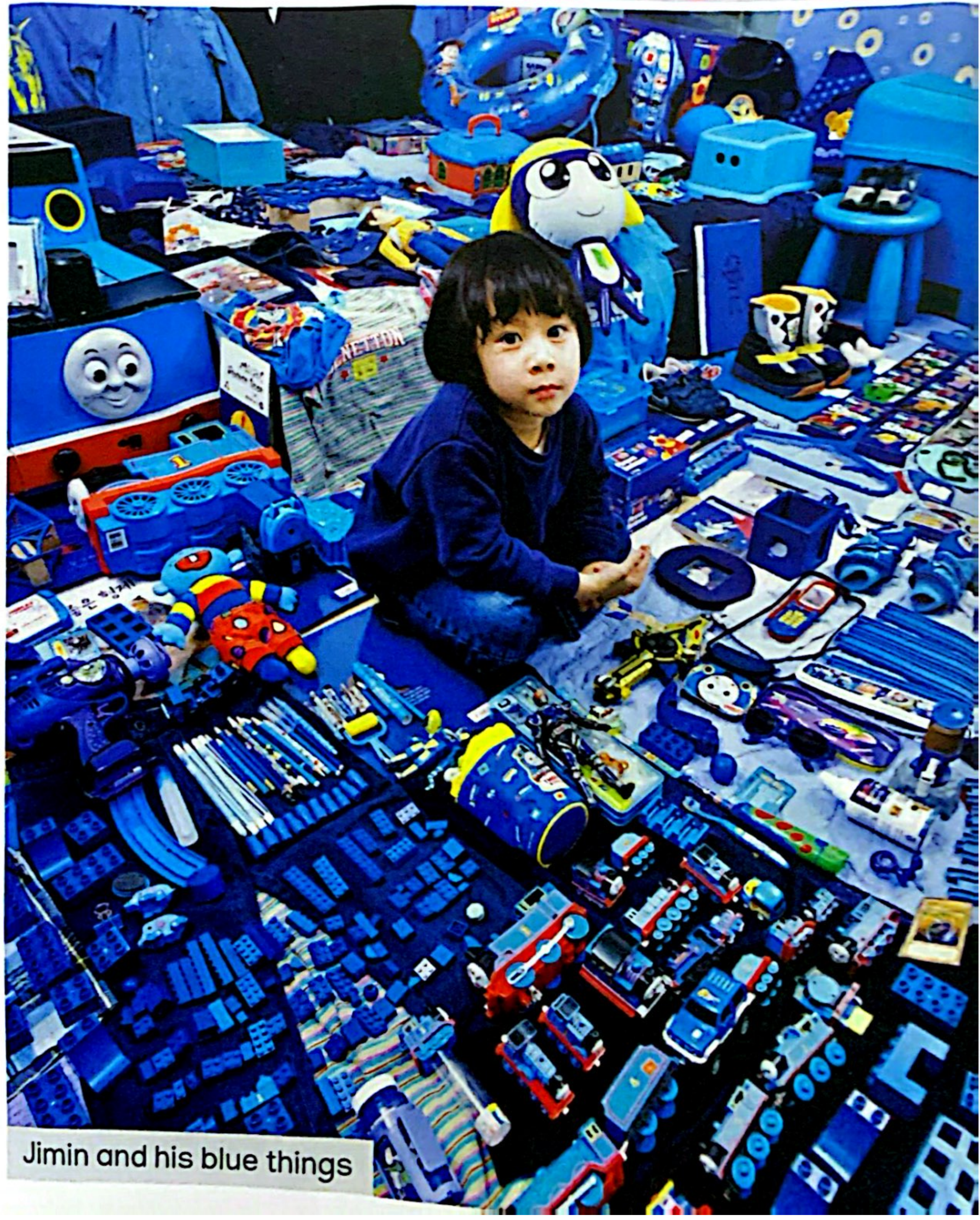
a Look at the photos and read about JeongMee Yoon. What stereotype is she focusing on in *The Pink and Blue Projects*? What effect does research suggest that this stereotype may have on children?

JeongMee Yoon was born in 1969 and is a professor of Photography at Hongik University in Seoul, South Korea. She is interested in images of people in their environment. Her most well-known series of photographs is 'The Pink and Blue Projects', in which she documents the toys, clothes, books, and other objects collected by American and Korean children. It started when her daughter was five and loved the colour pink so much that she wanted to wear only pink clothes and play with only pink toys and objects. JeongMee Yoon found that her daughter was not alone, and that little girls all over the world were strongly attracted to the colour pink. She also found that the toys were divided into domestic things for girls and industry and science for boys, which research suggests makes children think and behave differently.

b Can you find examples in the photos of any of the toys in the list? What other things can you see?

action figures construction toys
dolls dressing-up clothes
soft toys toy vehicles


Tess and her pink and purple things


Jimin and his blue things

c **3.20** **Listen to two extracts from a programme about colour and gender. Complete the information in the timeline with a colour from the list.**

blue pink red white yellow

1700–1850 ^{1}______ was the preferred colour for children's clothes.

1850–1940 Both genders dressed in ^{2}______ and ^{3}______, but ^{4}______ was considered better for boys and ^{5}______ for girls.

1940–1950 The convention of '^{6}______ for boys, ^{7}______ for girls' was established.

1970s With feminist activism, gender-neutral colours like ^{8}______ and ^{9}______ became more popular.

1980s till now ^{10}______ and ^{11}______ are still very popular colours for girls and boys.

d **3.21** **Exam** **Now listen to the whole programme. Choose the correct option a, b, or c.**

1 Dora Vanette thinks JeongMee Yoon's photos are disturbing because ___.
   a the children have too many toys
   b there's so much pink and blue in the rooms
   c the girl isn't allowed to have boys' toys and vice versa

2 Gendered colours started with ___.
   a furniture b toys c clothes

3 The thing that most influenced gendered toys was ___.
   a the introduction of the GI Joe doll
   b the introduction of the Barbie doll
   c marketing different dolls to boys and girls

4 In the 1980s, gendered colours ___.
   a returned b were banned c disappeared

5 The book *Cinderella Ate My Daughter* explains how sometimes ___ dress in pink.
   a parents want their daughters to
   b little girls themselves want to
   c little boys and little girls both want to

6 In the 21st century, gendered toys are still a problem for ___.
   a girls b boys c girls and boys

e **Talk to a partner.**

1 Do you think that pink for girls and blue for boys is harmless? If not, why not?

2 What colour and style of clothes did you wear when you were a child? Did you like them? Explain why (not).

3 What kind of toys did you play with? Did you play with the same toys as your friends or siblings of the opposite sex?

6 VOCABULARY & SPEAKING

collocation

a **Look at two extracts from the listening. Can you remember the missing prepositions?**

1 Today we're going to talk __________ a fascinating topic.

2 It seems to be a lot more socially acceptable for girls to be interested __________ science toys than for boys to like dolls.

b **V** **Vocabulary Bank Dependent prepositions** ***p.242***

argue
arrive
choose
laugh
talk

c **Video** **Watch the video. Make a sentence for each clip using a verb or adjective on the screen, and a preposition.**

d **Complete the questions with a preposition.**

1 When you're with your close friends, what do you usually talk ______?
2 Is there anything you're really looking forward ______?
3 Who in your family are you closest ______?
4 What kind of films are you keen ______?
5 What's your town or region famous ______?
6 What superstitions do you believe ______, if any?
7 Is there a story in the news at the moment that you're really tired ______?
8 Have you bought anything recently that you're very pleased ______?
9 What does success in an exam depend ______?
10 What do you hate spending money ______?
11 What achievement are you most proud ______?
12 Who was the last person you apologized ______? What ______?

e **3.24** **Listen and check. Then ask and answer the questions with a partner.**

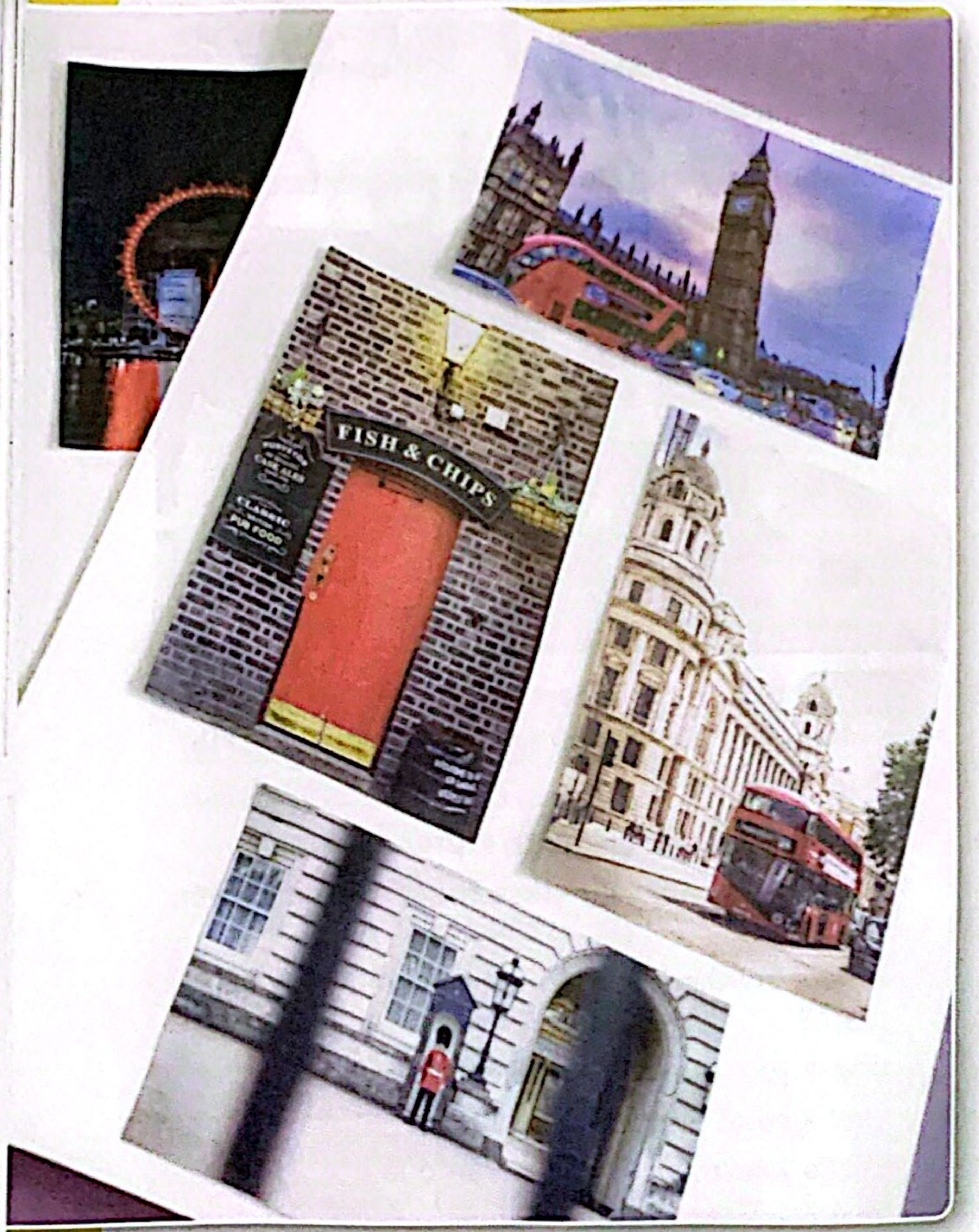
Mediation **An English-speaking friend is interested in going to a JeongMee Yoon exhibition. Leave a message for your friend telling them about the artist and describing the photos from 'The Pink and Blue Projects.' Try to use your own words.**

EPISODE 2 PICTURES OF YOU

Images of London

Practical English giving opinions

1 IZZY GIVES A PRESENTATION



a Look at the photos Max has chosen for the images of London. Answer the questions.

1 What typical London sights can you see in the photos?
2 Have you seen photos like this before?

b **Video** Watch *Izzy gives a presentation*. What do Izzy and Dominic think of the photos?

c Watch again. Who says...? Write **M** (Max), **I** (Izzy), or **D** (Dominic).

1 Relax, Dominic's going to love them. ___
2 This is not what we talked about at all. ___
3 I thought this was better. ___
4 These images are all so clichéd. ___
5 I had some issues. ___
6 Can you give me some time to put it right? ___
7 I don't want to be disappointed again. ___
8 Well, that didn't go very well, did it? ___

2 GIVING OPINIONS

a **Video** Watch *Giving opinions.* What kind of phot does Izzy want? What kind of photos does Max wa

b Look at some extracts from the conversation. Try to remember the missing words. Then watch again and check.

Izzy OK, let's start again. We need a completely new and exciting vision of London.
Max ¹________, I think we didn't go big enough.

Izzy To be ²________, I think you're ³________. People are tired of that. Anyway, our magazine isn't just for rich people. It's for everyone.
Max Oh, ⁴________. But if you ⁵________ me, people want to see what they can't have...

Izzy I don't ⁶________. You think everyone wants the same thing. In my ⁷________, we need to show the readers something they've never seen before...

Max I don't think that's ⁸________. I think people want to see the most iconic sights in London. ⁹________ you agree?
Izzy OK, I ¹⁰________ people like the iconic sights of London, but they've probably seen them already...

c **Video** Watch and repeat the highlighted phrases and sentences in **b**. Copy the rhythm and intonation.

d Practise the extracts in **b** with a partner. Then chang roles.

Giving opinions

Introducing your opinion

Personally, I think...
If you ask me,...
In my opinion,...
To be honest,...
..., don't you agree?

Disagreeing

I think you're wrong.
I don't agree.
I don't think that's right.

e Work in small groups. Discuss the following topics and practise giving opinions.

Big cities are great places to live.
City holidays are not very relaxing.
Working in an office is more stressful than working from home.

3 PAMELA HAS AN IDEA

a Look at the photos. Answer the questions.

1 How do you think Izzy is feeling? Why?
2 What do you think Pamela's idea is?

b Video Watch *Pamela has an idea* and check your answers.

c Exam Watch again. Then choose the best answer, a, b, or c.

1 Izzy is angry with herself because...
  a she gave a bad presentation.
  b she trusted Max too much.
  c Dominic didn't like the photos.
2 Izzy doesn't know...
  a what kind of images she wants.
  b how long she has to find the images she wants.
  c how to find the images she wants quickly.
3 One of the things Izzy wants to show in photos of 'the real London' is...
  a London's iconic buildings.
  b people who live in London.
  c tourists visiting London.

4 SOCIAL ENGLISH

a Match a phrase from **A** to a response in **B**.

A	B
1 I'd like to see them before the meeting.	☐ It could be better.
2 This is not what we talked about at all.	☐ That's annoying.
3 I'm sorry, Dominic. It's my fault.	☐ Relax! Dominic's going to love them.
4 So, how's work?	☐ Don't blame yourself, Izzy.
5 I asked him to do an important job and he didn't do it properly.	☐ What, don't you like it?
6 I know what he's like.	☐ You've got two days to come up with something much better.

b Video Watch and check.

c Practise the phrases and responses in pairs. Then change roles.

WHAT DO YOU THINK?

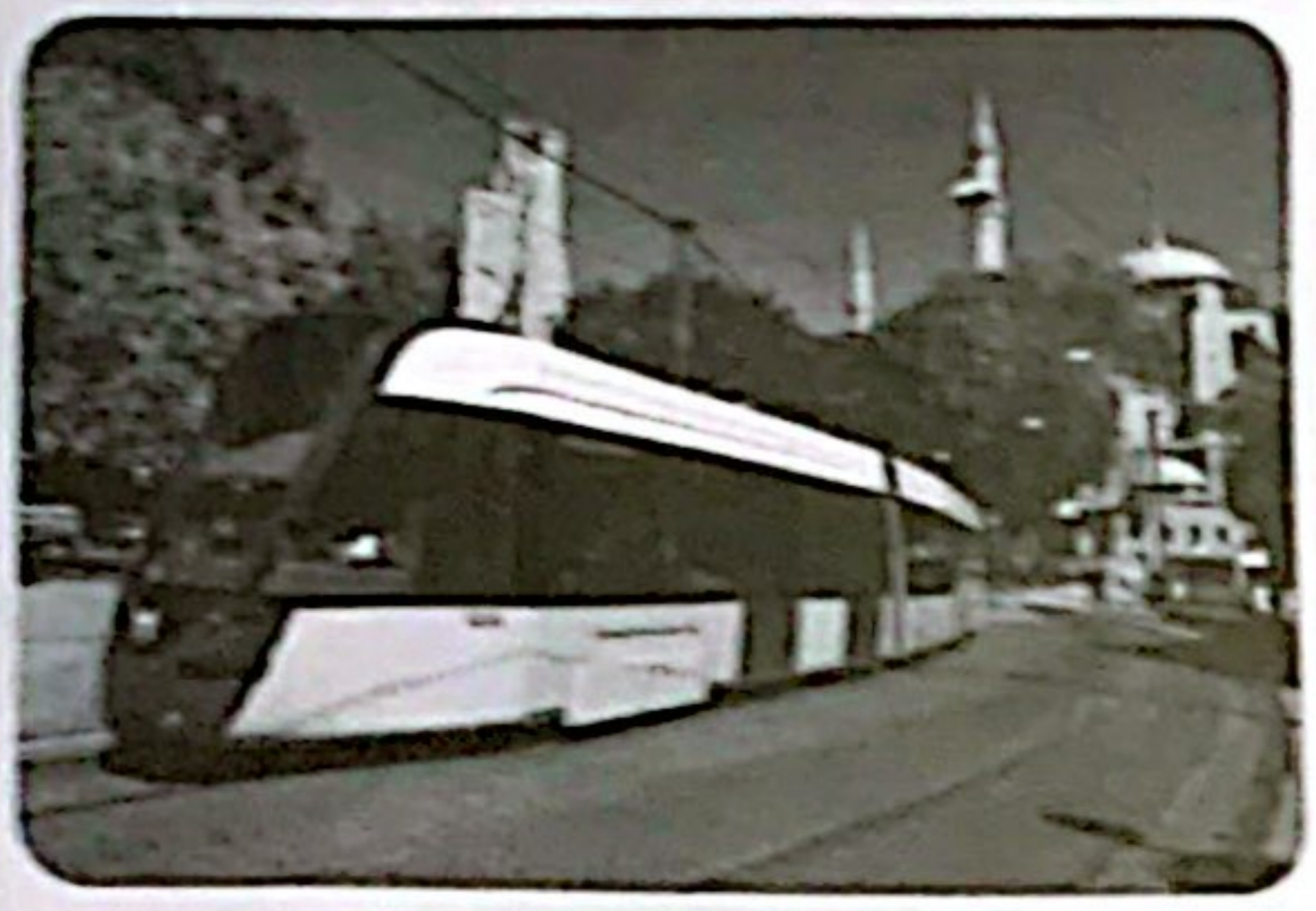
In pairs, talk about what happened. Whose fault was it that the presentation went badly? Was Izzy right to take the blame? How does Ben feel at the end of the scene? What do you think Izzy is going to say to Ben?

3A Who got there first?

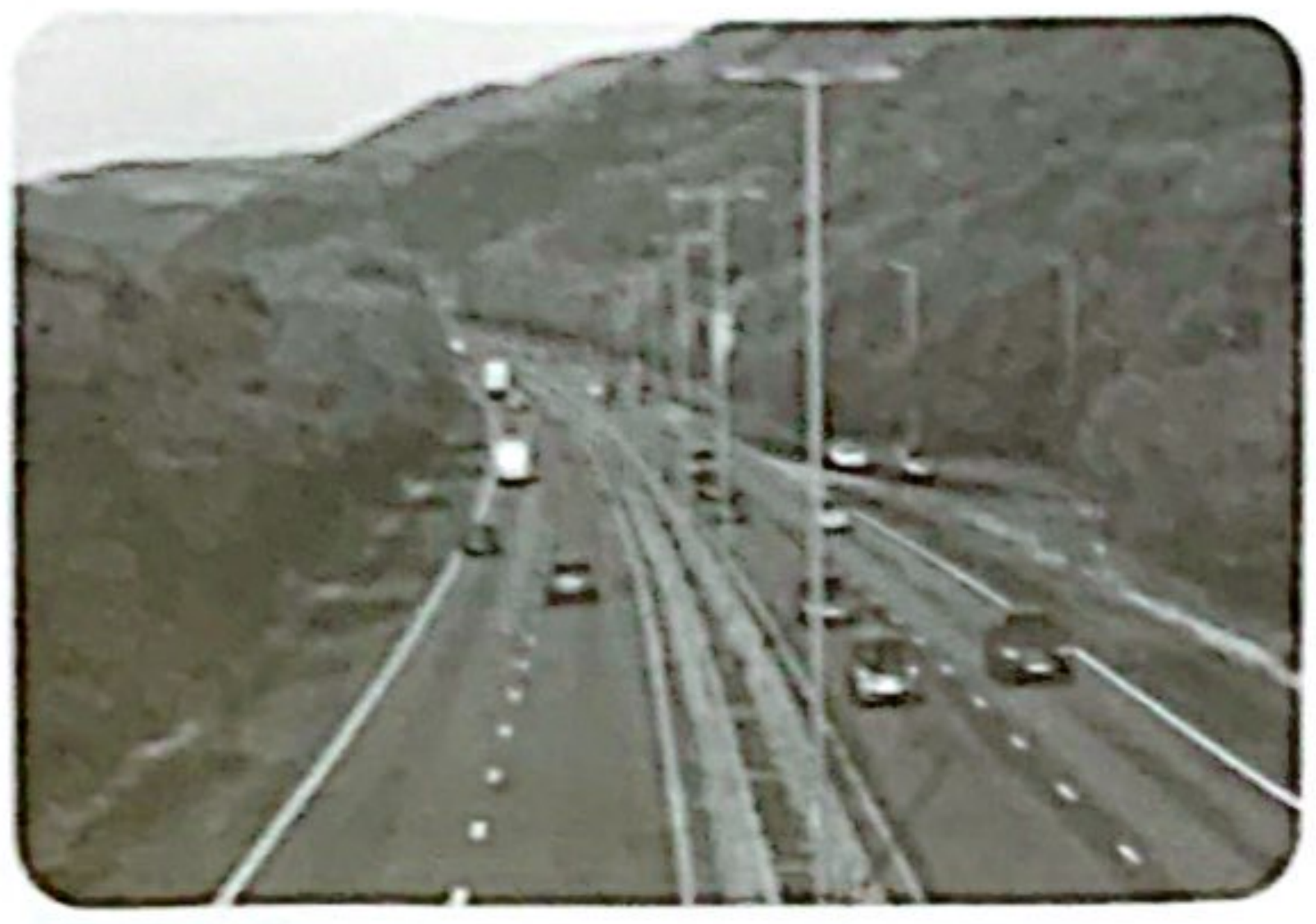
G choosing between comparatives and superlatives
V transport
P /ʃ/, /dʒ/, and /tʃ/; linking

1 VOCABULARY transport

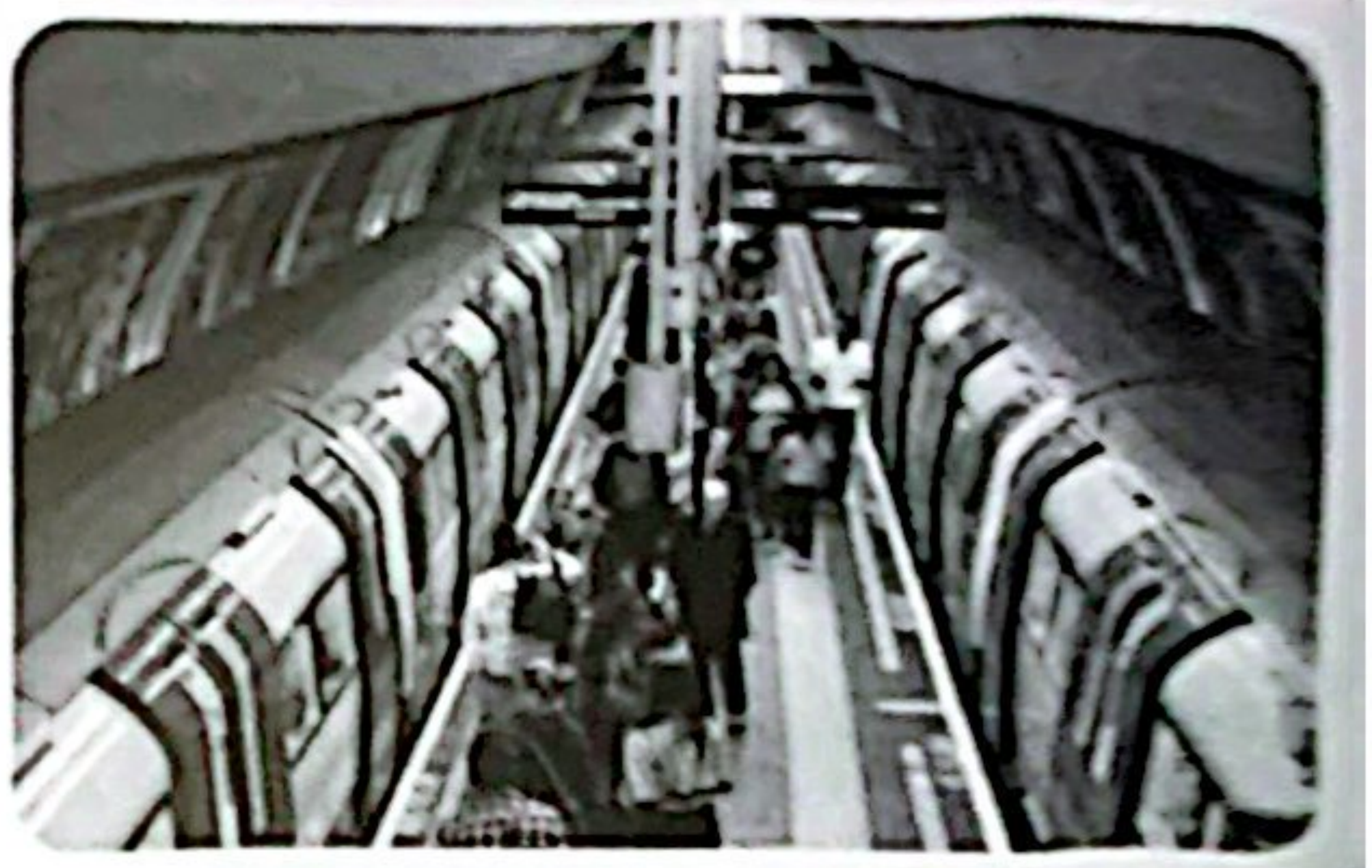
a Complete the words.



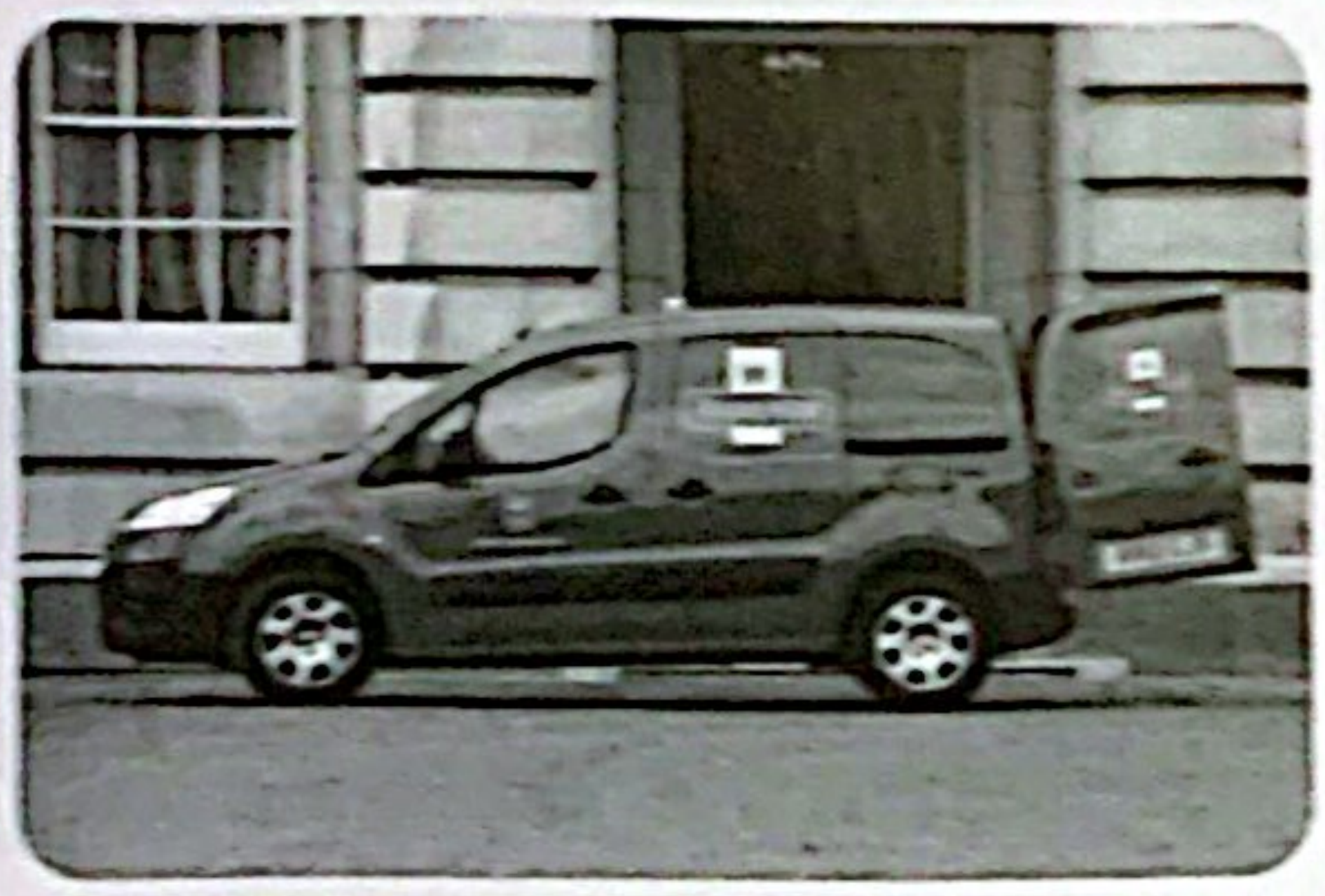
1 tram__________



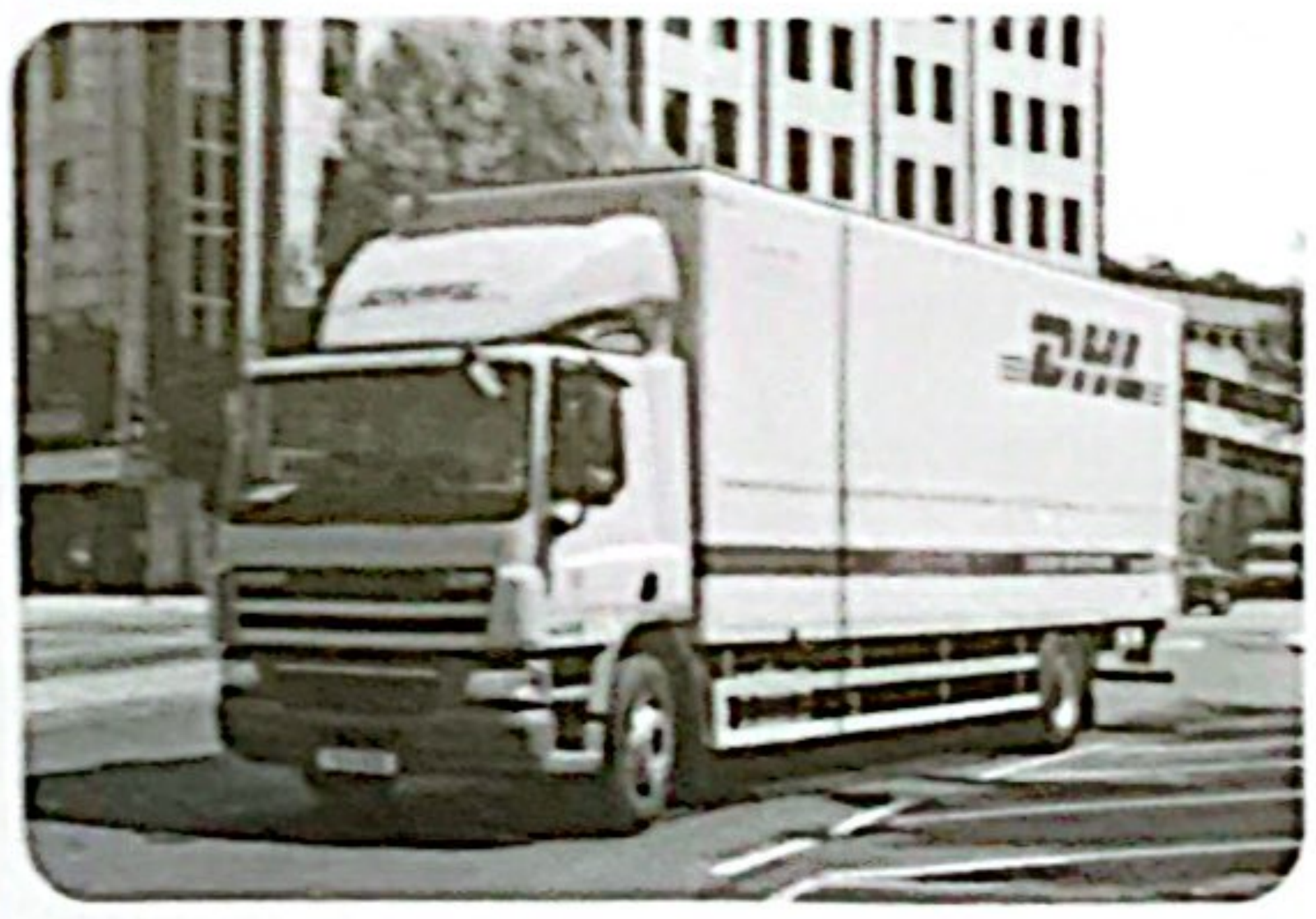
2 m__________



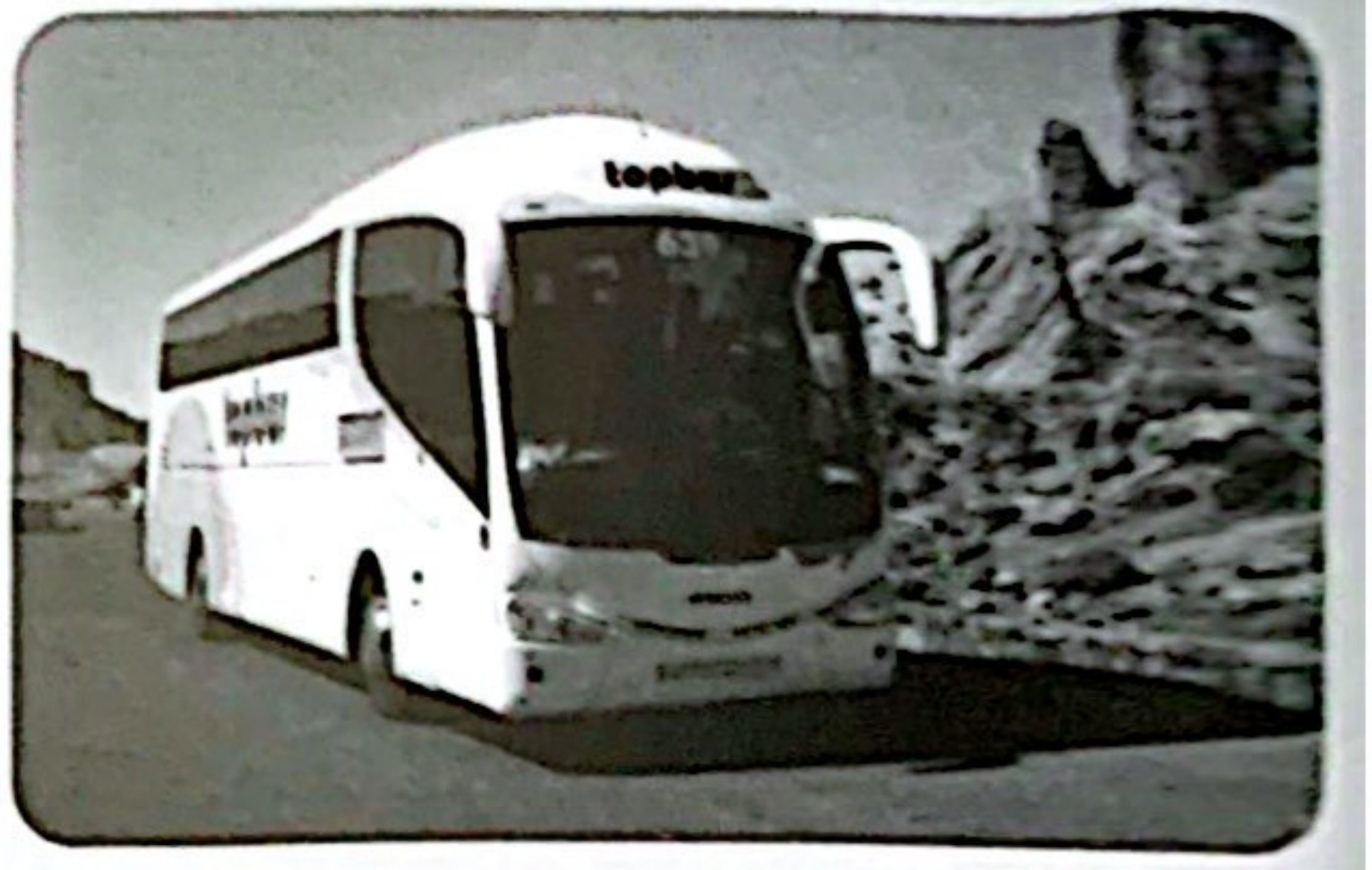
3 the U__________



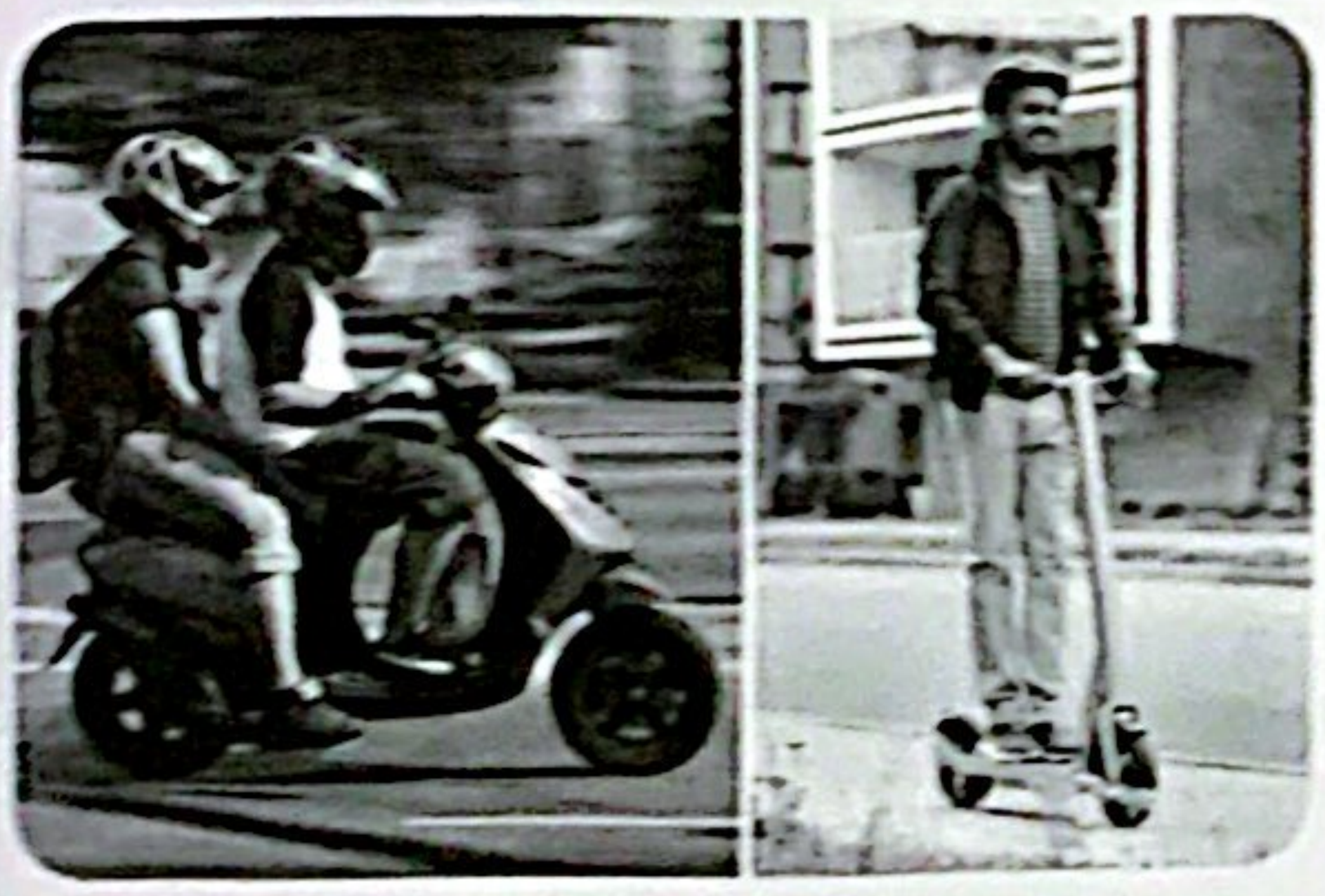
4 v__________



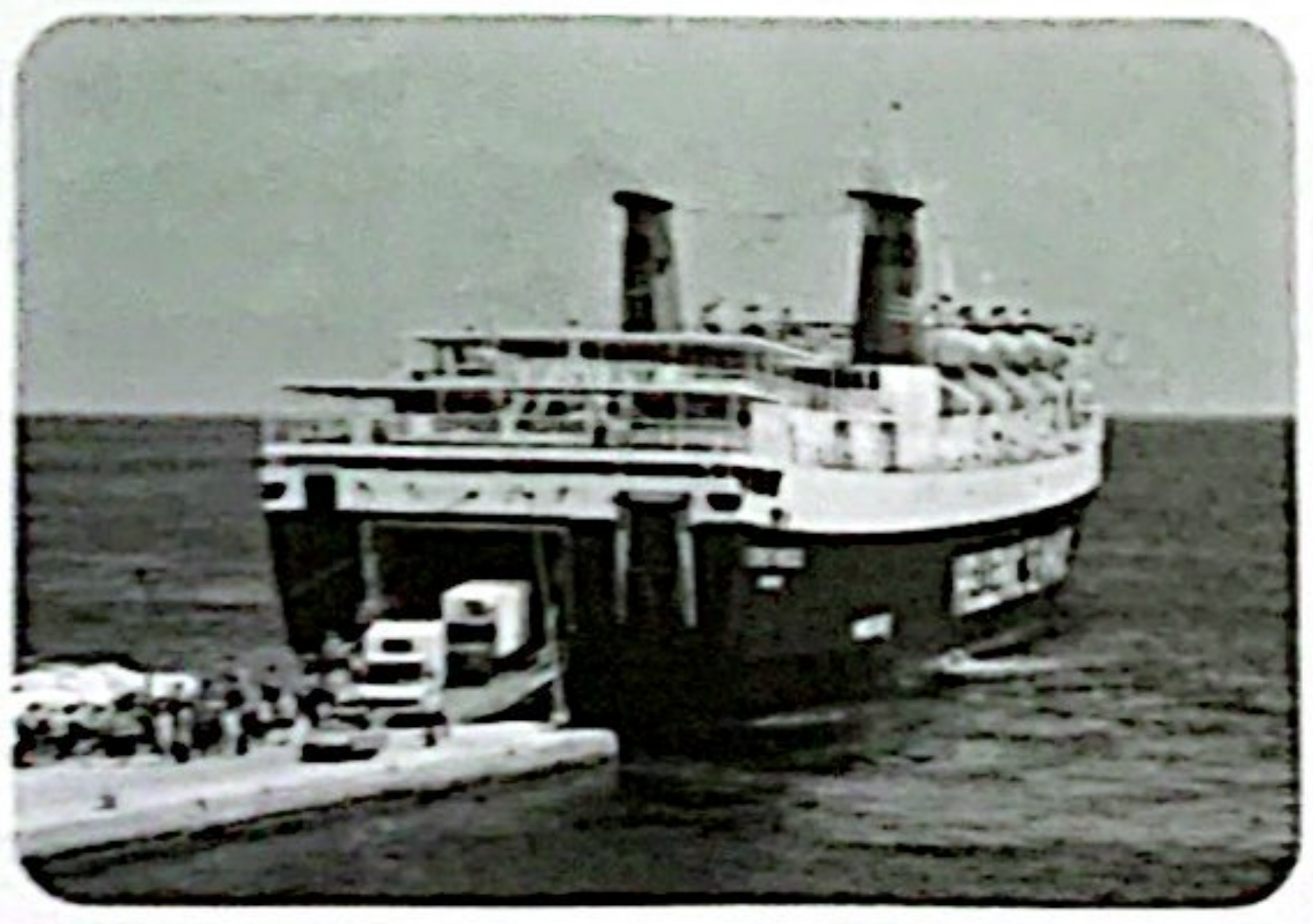
5 l__________



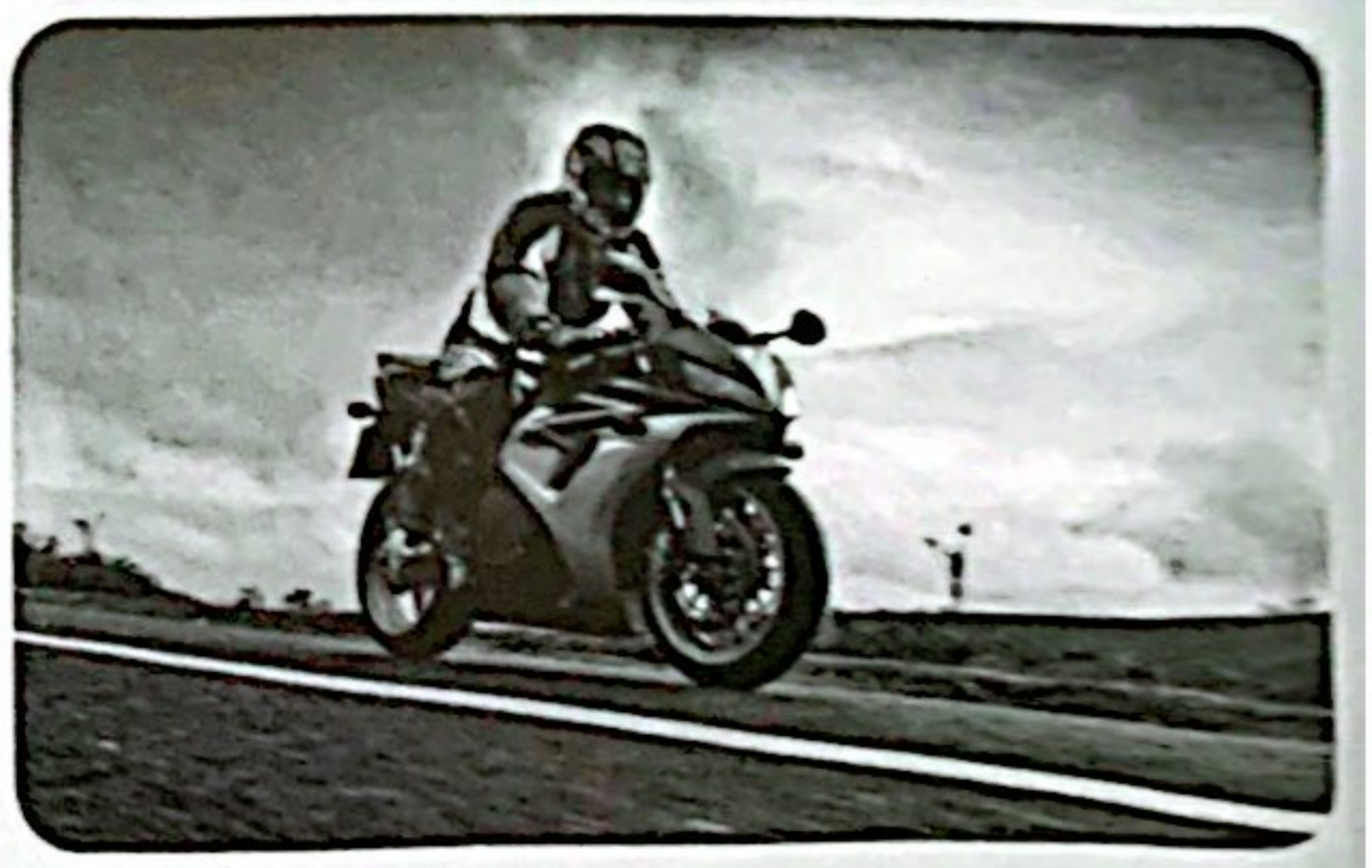
6 c__________



7 sc__________ / e-__________



8 f__________



9 m__________

b Complete the compound nouns with one word.

1 Don't forget to put your *seat* belt on.
2 You'll get a __________ fine if you leave your car there.
3 Sorry we're late. There was a terrible __________ jam in the city centre.
4 The journey took us twice as long because there were __________ works on the motorway.
5 Cyclists should use the __________ lane, not the pavement.
6 We need to fill up at the __________ station before we set off.
7 The traffic is always worse during __________ hour.
8 There wasn't anybody waiting at the taxi __________.
9 Slow down! There are __________ cameras on this road.
10 We had to stop at the traffic __________ because they were red.
11 There's been a __________ crash, so they've closed the motorway.
12 This road is dangerous to cross. Let's use the __________ crossing.
13 Do you know what the speed __________ is on this road?
14 They've made the town centre a __________ zone, so there aren't any cars.

c Complete the sentences with the correct form of *take*.

1 It usually takes ________ two hours to get to my mother's house.
2 How long ________ it ________ to get to the town centre on a weekday?
3 It usually ________ us about three quarters of an hour to get to the airport.
4 It ________ me two hours to get to work yesterday.
5 I'm not looking forward to driving to Edinburgh tomorrow. It ________ about eight hours to get there.
6 How long ________ it ________ you to get home last night?

d Complete the sentences with the words from the list.

off (x2) out out of up (x2)

1 We asked our neighbour to drop us off ________ at the airport.
2 They set ________ early because they wanted to arrive before lunch.
3 Charlie refused to use satnav, so he ended ________ in completely the wrong place.
4 Look ________! That car isn't going to stop.
5 Do you think you could pick me ________ from the station?
6 I ran ________ petrol because I forgot to fill up when I left home.

e Answer the questions.

1 How do you usually travel around your town or city?
____
2 How do you usually travel when you go on holiday?
____
3 What's the traffic like in rush hour where you live?
____
4 What's the speed limit on the motorway in your country?
____
5 How long does it take you to get to the city centre?
____
6 Who usually picks you up and drops you off at the airport?
____
7 Have you ever run out of petrol? If so, where were you going?
____
8 Have you ever got lost? If so, where did you end up?
____

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

a Circle the word with a different sound.

dʒ **jazz**	1 **bridge** [✓ **cheap**] **journey** **mortgage**
ʃ **shower**	2 **station** **crash** **watch** **rush**
tʃ **chess**	3 **catch** **jam** **adventure** **coach**

b 🔊 **3.1** Listen and check. Then listen again and repeat the words.

3 GRAMMAR choosing between comparatives and superlatives

a Write sentences with the information from the survey. Use the comparative or the superlative.

Where to go?

We reveal the results from our reader survey of three popular holiday destinations.

	Bangkok (Thailand)	Dubai (UAE)	Vienna (Austria)
It's expensive.	★	★★	★★★
It's crowded.	★★★	★★	★
It's easy to get to.	★★	★★	★★★
It's exciting.	★★★	★★	★★
It's hot.	★★	★★★	★
It's relaxing.	★	★★	★★★

1 Dubai / expensive / Bangkok
Dubai is more expensive than Bangkok.
2 Bangkok / crowded of the three destinations
_____
3 Vienna / easy to get to / Bangkok
_____
4 Bangkok / exciting / Dubai
_____
5 Dubai / hot / Vienna
_____
6 Vienna / relaxing of the three destinations
_____

b **Complete the sentences with one word.**

1 Petrol isn't as expensive in the USA as it is in the UK.
2 My father drives more slowly _____ my mother.
3 This is _____ cheapest petrol station in the city.
4 Let's go by train. It's _____ comfortable than the coach.
5 This is the _____ day of my life – everything has gone wrong!
6 I think trains are _____ dangerous than cars. There are fewer accidents.
7 It's _____ to go on the Underground than by bus. Buses are much slower.
8 Zurich and Singapore are the _____ expensive cities in the world.
9 You're at the Sheraton? We're staying at the same hotel _____ you.
10 Why don't we walk? It's the _____ expensive way to travel.

c **Complete the second sentence so it has a similar meaning to the first sentence. Use the word in brackets. Write three to five words. Contractions (e.g. *isn't*) are two words.**

1 My flat is bigger than my boyfriend's. (big)
My boyfriend's flat isn't as big as mine.
2 You don't walk as fast as me. (than)
I _____ you.
3 I've never been to a more interesting city than Istanbul. (most)
Istanbul is _____ I've been to.
4 My job isn't as interesting as yours. (less)
My job _____ yours.
5 I've never eaten a better pizza. (the)
This is _____ I've ever eaten.
6 The train is more expensive than the bus. (as)
The bus _____ the train.
7 We've got the same car. (as)
Your car _____ mine.
8 I've never slept in such an uncomfortable bed before. (least)
That's _____ I've ever slept in.

4 PRONUNCIATION linking

a **3.2 Listen and complete the sentences.**

1 It's the most dangerous thing I've ever done.
2 It's _____ going by train than by bus.
3 The _____ place to visit is the museum.
4 Flying is a lot _____ than going by ferry.
5 There's an _____ that goes up the hill.
6 It's the _____ I've been here.

b **Listen again and repeat the sentences. Listen carefully to the linked words. Copy the rhythm.**

3B Challenging stereotypes

G articles: *a* / *an*, *the*, no article
V collocation: verbs / adjectives + prepositions
P /ɔɪ/, two pronunciations of *the*, when are prepositions stressed?

1 GRAMMAR articles

a Circle the correct words.

1 Yesterday was *hottest* / [✓ *the hottest*] day of the year so far.
2 We went to Paris for my birthday *last weekend* / *the last weekend*.
3 In some countries, *children* / *the children* go to school from *Monday* / *the Monday* to *Saturday* / *the Saturday*.
4 Did you lock *door* / *the door* when you left *house* / *the house* this morning?
5 My sister is married to *German* / *a German*. He's *engineer* / *an engineer*.
6 I don't usually like *fish* / *the fish*, but *salmon* / *the salmon* we had last night was delicious.
7 We go to *cinema* / *the cinema* once *a week* / *the week*.
8 Don't worry! It isn't *the end* / *end* of *the world* / *world*.
9 She said 'hello' to *an old* / *old* woman when she was at *theatre* / *the theatre*.
10 What *beautiful* / *a beautiful* day! Let's have *lunch* / *a lunch* in the garden.

b Correct any mistakes in the highlighted phrases. Tick (✓) the correct sentences.

1 That's lovely dress – the colour suits you. ☐
a lovely dress

2 He's going to visit his parents the next weekend. ☐
____

3 The money doesn't make people happy. ☐
____

4 My grandfather left school when he was 14. ☐
____

5 I go to the dentist about twice a year. ☐
____

6 Have you worn jacket that you bought last week? ☐
____

7 That was one of the best meals I've ever had. ☐
____

8 What strange film! I didn't understand it. ☐
____

9 Alex is studying to become doctor. ☐
____

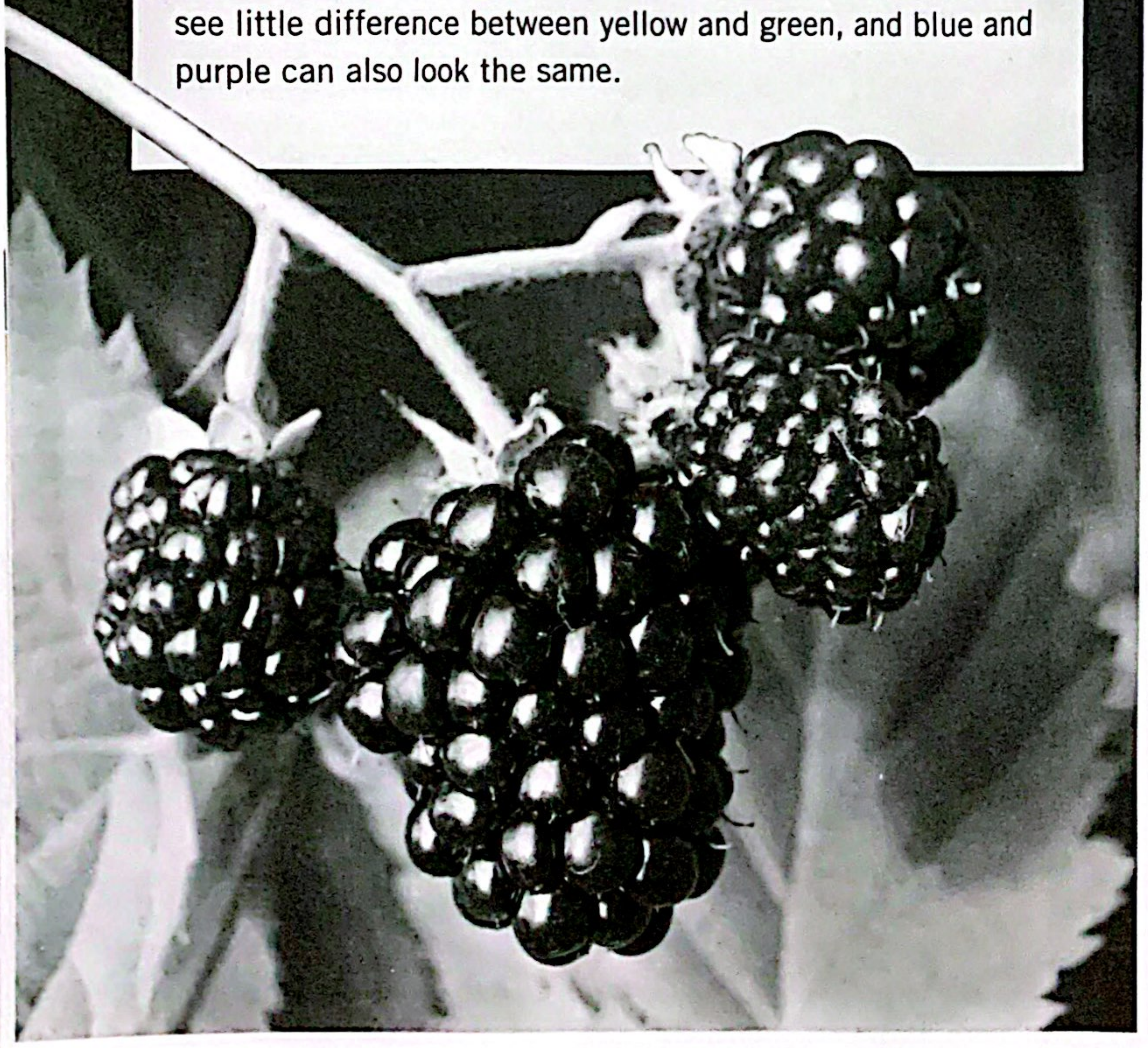
10 I love cats, but my boyfriend doesn't like them. ☐
____

c Complete the text with *a* / *an*, *the*, or – (no article).

Why some people see colours differently

We are able to see ^{1}–_____ colours because we have something at the back of our eyes called *cone cells*. These cells were very important in ancient times, as they helped humans to find fruit and berries to eat. We need three different types of cone cells to be able to see all colours correctly. This means that ^{2}_____ people who are missing one type of cone cell cannot see ^{3}_____ difference between, for example, red and green. This is caused by ^{4}_____ error in the X chromosome. Very rarely, ^{5}_____ person is missing two, or even all three, types of cone cells. In this case, all colours appear as different kinds of grey.

Older people often find that their eyes begin to change and their colour vision gets worse. There's a reason for this. In each of our eyes, there is ^{6}_____ lens which focuses the light so that we can see clearly. As we get older, ^{7}_____ lenses of our eyes become more yellow, and this influences ^{8}_____ way we see certain colours. In some situations, older people can see little difference between yellow and green, and blue and purple can also look the same.



2 PRONUNCIATION /ə/, two pronunciations of *the*

a 3.3 Listen and complete the sentences.

1 I'd like _ to speak _____ to the manager _____.

2 The bus is _____ _____ train.

3 What are we going _____ _____?

4 Could you open _____ _____?

5 She needs _____ _____ her ankle.

6 We want _____ _____ tomorrow.

b Listen again and repeat.

c 3.4 Listen and repeat the phrases. Pay attention to the pronunciation of *the*.

1 The conversation was about the woman next door.

2 The university invited a guest to speak at the meeting.

3 I sometimes go to the theatre in the evening.

4 We took the lift instead of walking up the stairs.

5 The office gave me all the information I needed.

6 The grey skirt is nice, but I prefer the black one.

3 VOCABULARY collocation

a **Circle the correct preposition.**

1 They're arriving *at* / *on* / [✓ *in*] London on Friday.
2 That suitcase belongs *for* / *from* / *to* me.
3 Shall we ask someone *at* / *for* / *of* directions?
4 We might go camping, but it depends *in* / *of* / *on* the weather.
5 Everybody laughed *about* / *at* / *to* Zach when he fell off the chair.
6 Who's going to pay *for* / *of* / *with* the meal?
7 I dreamed *about* / *from* / *with* my old school friends last night.
8 That girl reminds me *about* / *of* / *to* my cousin.
9 I apologized *at* / *to* / *with* the teacher *about* / *for* / *of* being late.
10 He often argues *at* / *to* / *with* his friends *about* / *on* / *at* politics.
11 We arrive *at* / *in* / *to* Liverpool Street station at 7.45.
12 She doesn't believe *about* / *in* / *on* ghosts.
13 I can't choose *between* / *of* / *with* the green one or the blue one.
14 They're really looking forward *for* / *of* / *to* their holiday.
15 James spends a lot of money *for* / *in* / *on* expensive presents for his girlfriend.

b **Complete the sentences with the correct prepositions.**

1 I'm tired *of* ________ my job. I think it's time for a change.
2 My boyfriend isn't very keen ________ vegetables.
3 He's famous ________ his role in *Sherlock Holmes*.
4 I'm not very interested ________ abstract art.
5 Susie is very different ________ her sister.
6 Adam's very good ________ maths.
7 I'm fed up ________ this grey weather.
8 My brother is very worried ________ his daughter at the moment.
9 A lot of people are scared ________ spiders.
10 They're angry ________ their son ________ his terrible exam results.
11 She's very close ________ her brother.
12 My husband is very proud ________ his new car.
13 I'm very fond ________ my grandfather. He's a wonderful person.
14 Experts say that walking is good ________ you.
15 Jack's elder brother isn't very kind ________ him.
16 We're really pleased ________ our new sofa.
17 The children are very excited ________ going to the concert.
18 My neighbour was very rude ________ me yesterday.
19 Oliver used to be married ________ Teresa.

4 PRONUNCIATION when are prepositions stressed?

a 🔊 **3.5 Listen and complete the conversations.**

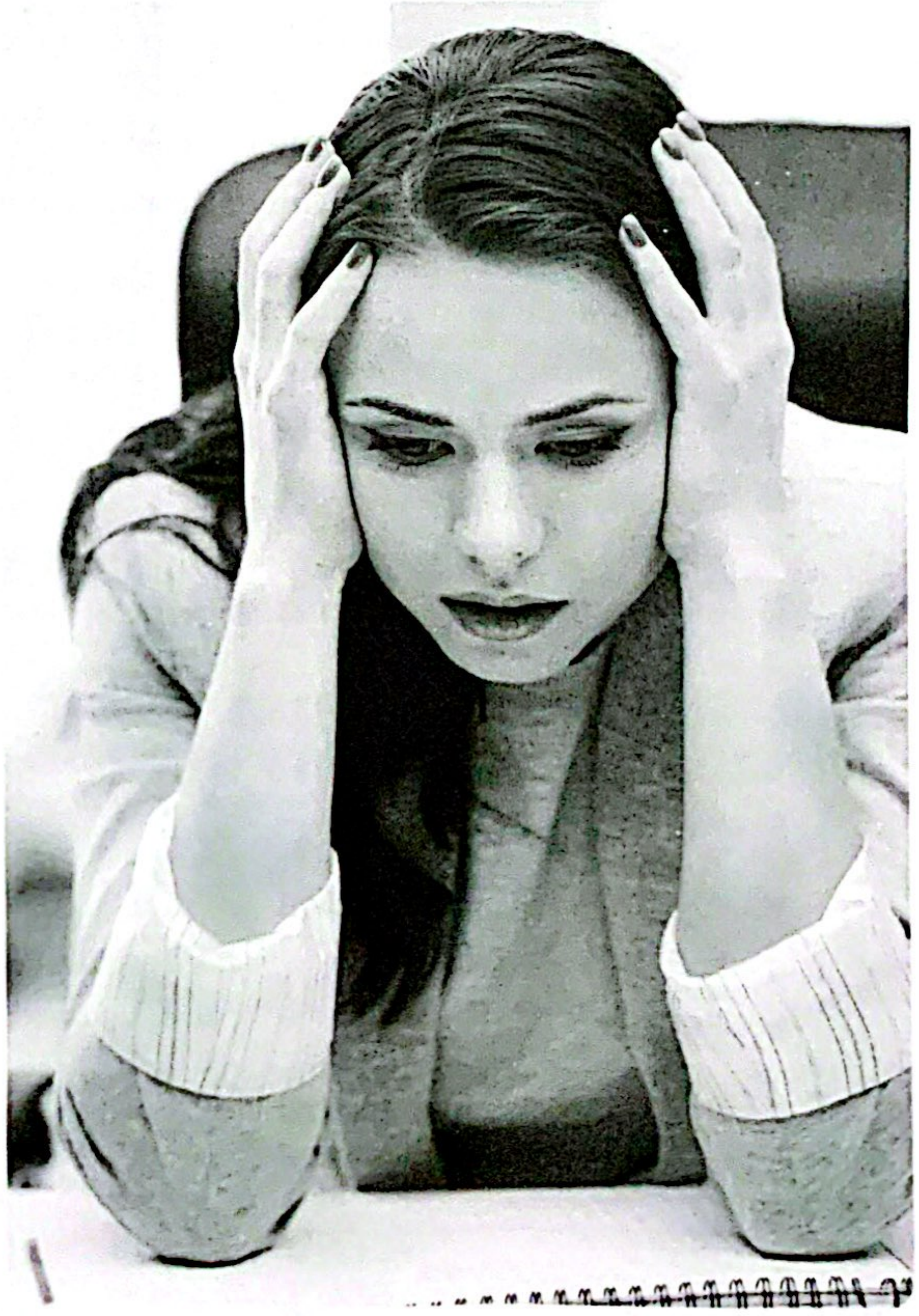
1 **A** Who did you *argue with* ________?
B I ________ with my ________.

2 **A** Who are you ________?
B I'm ________ at ________!

3 **A** What are you so ________?
B I'm ________ about my ________.

4 **A** What are you ________?
B I'm ________ to the ________.

b **Listen again and repeat. Copy the rhythm.**



EPISODE 2 PICTURES OF YOU

Practical English
Images of London

1 GIVING OPINIONS

a **Match sentences 1–8 to responses a–h.**

1 I'm really into rap. What do you think of it? d
2 What do you think of Ed Sheeran? ____
3 Do you still listen to your old CDs? ____
4 I've heard that musicians make a lot of money. ____
5 It would be great to be famous! ____
6 Classical music is perfect for a romantic meal. ____
7 What's your opinion of heavy metal? ____
8 It's important to like the same music as your partner. ____

a I don't agree. I prefer something more modern.
b I think you're wrong. It's nice to listen to something different, for a change.
c Sometimes. But it's easier listening to a music streaming service. Don't you agree?
~~d To be honest, rap isn't really my thing.~~
e I don't think that's right. Only a few of them earn enough to live on.
f Personally, I think it's a bit loud.
g In my opinion, he's an excellent musician.
h If you ask me, you'd soon get fed up with all the photographers.

b **Complete the conversations with the highlighted phrases in a. Use each phrase once only.**

1 **A** What do you think of music festivals?
B In my opinion, there are too many people.
A Yes, you're right.

2 **A** Cathy's got a great voice.
B ____________ it's terrible.
A Don't tell her that!

3 **A** Do you ever listen to the radio?
B Not really. The DJs talk too much. ____________?
A Yes, I suppose so.

4 **A** I love '80s music. Music these days is much worse.
B ____________. There are some great modern singers and bands.
A Maybe.

5 **A** Live music is fantastic!
B True, but ____________, it's a bit expensive.
A I guess you're right.

6 **A** They shouldn't play music in supermarkets.
B ____________. It makes shopping more pleasant for customers.
A Well, I can't stand it!

7 **A** Jazz music started in the UK.
B ____________. I'm sure it began in the USA.
A Oh yes, you're right!

8 **A** I love Dua Lipa's new song. What do you think?
B It's better than the last one. But ____________, I preferred her earlier music.

2 SOCIAL ENGLISH

Complete the conversations with a phrase from the list.

Don't blame yourself. don't you like it?
It could be better. ~~It's my fault.~~ Relax!
That's annoying.

1 **A** I'm very sorry about all this.
B Please don't apologize. It's my fault.

2 **A** I can't believe you spent $1,000 on this suit!
B What, ____________

3 **A** I've lost my phone.
B ____________ Shall I help you look for it?

4 **A** I'm sorry. I feel terrible.
B ____________ There was nothing you could do.

5 **A** I'm nervous about our presentation tomorrow. Can we practise it again?
B ____________ Everyone's going to love it!

6 **A** So, how's work?
B ____________ It's very stressful at the moment.

1-3 Can you remember...?

1 GRAMMAR

Complete the sentences with one word.

1 I __________ need a new car at the moment. My old car works perfectly.
2 That case looks heavy. __________ I get a trolley for you?
3 No, I don't want to go for a walk. I've __________ come home from work!
4 I've been learning English __________ three years.
5 Your cooking is __________ than mine – this tuna is delicious!
6 My sister's studying medicine. She wants to be __________ doctor.

2 VOCABULARY

Circle the word or phrase that is different.

1 beetroot cabbage grapes beans
2 charming mature sociable spoilt
3 borrow loan owe save
4 angry furious starving terrified
5 ferry lorry motorbike van
6 fond of fed up with keen on pleased with

3 PRONUNCIATION

Circle the word with a different sound.

up	1 done gone money nothing
clock	2 fond lorry watch worry
phone	3 cost note owe roast
shower	4 adventure ambitious crash sociable
chess	5 catch charming coach machine

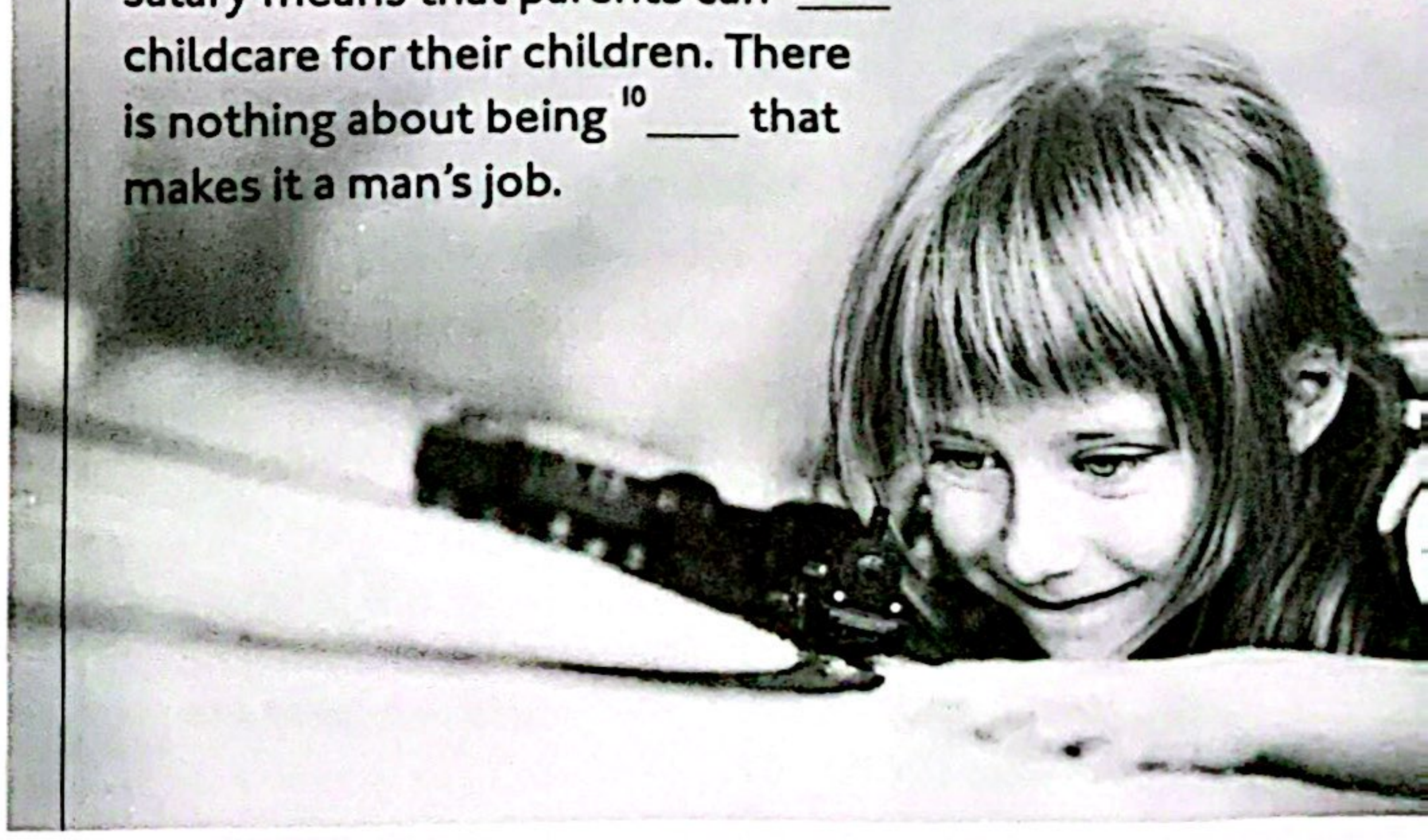
4 GRAMMAR & VOCABULARY

Read the article. Circle a, b, or c.

Life as a train driver

There are currently 19,000 train drivers in Britain. About 5% of them are female, and the number is increasing. Women [1]____ trains for nearly 50 years now, and many of them are very happy in their job. The situation for women train drivers has changed a lot [2]____ 1978, when Karen Harrison became the first in the UK. At that time, the male drivers were generally not very kind [3]____ women.

Today, the job is [4]____ for women to do than it was in the past because attitudes have changed. One of [5]____ things about it is the salary. UK train drivers get a good salary. They [6]____ on average over £57,000 a year, so people who have this job are usually able to get a [7]____ to buy a house. Train companies often attend careers fairs, and they encourage women who are interested [8]____ the job to apply. Other advantages of the job are that it is often flexible, and the high salary means that parents can [9]____ childcare for their children. There is nothing about being [10]____ that makes it a man's job.



1	a drive	b are driving	c have been driving
2	a for	b from	c since
3	a at	b to	c with
4	a easier	b easiest	c more easy
5	a better	b best	c the best
6	a cost	b earn	c win
7	a donation	b budget	c mortgage
8	a in	b on	c with
9	a afford	b charge	c raise
10	a train driver	b a train driver	c the train driver

4A Modern manners

G obligation and prohibition
have to, must, should
V phone language
P silent consonants

Do I have to switch my phone off? *You don't have to, but you probably should.*

1 VOCABULARY phone language

a 4.1 Listen and match what you hear to sentences A–L.

☐ A He's **dialling** a number.
☐ B She's **messaging** (or **texting**) a friend.
☐ C He's just **hung up**.
☐ D She's choosing a new **ringtone**.
☐ E He's **calling back**.
☐ F She's **left him a voice message** (or **note**).
☐ G The line's **engaged** (or **busy**).
☐ H He's putting him on **speakerphone**.
☐ I His phone **went off** in the middle of a meeting.
☐ J She needs to talk to a helpline, but they've **put** her **on hold**.
☐ K He was **cut off** in the middle of a conversation.
☐ L She's **scrolling through** photos.

b 4.2 Listen and check. Practise saying the sentences.

c Ask and answer the questions with a partner.

1 What **phone network** do you use? Are you happy with it?
2 Do you have a **monthly contract**, or are you '**pay as you go**'?
3 Have you ever **messaged** the wrong person?
4 Have you ever **hung up** on someone? Why (not)?
5 What do you do if you're **put on hold** for a long time?
6 Do you prefer to **call**, **message**, or send a **voice note**? Does it vary depending on who you are communicating with?
7 Has your phone ever **gone off** at a bad moment, e.g. in the cinema or at a concert?

2 GRAMMAR obligation and prohibition

a Read an article about an incident at a theatre, and the comments that people sent in. Which comments do you agree with?

Michael Sheen stops performance to ask audience member to switch off phone

Theatregoers attending a new production of Dylan Thomas's *Under Milk Wood* at London's National Theatre starring Michael Sheen saw the performance halted after Michael was forced to break character and address the audience.

Unfortunately, an audience member left their phone on throughout the performance. The phone in question rang repeatedly, as well as loudly announcing each individual social media notification and text to those in the theatre.

After 45 minutes, five phone calls, and numerous other notifications, Michael felt he had to deal with the situation.

He said, 'I'm asking all of you now to turn your phones off. Turn them off. I'll wait.' The grateful audience reportedly broke into applause for the actor.

Michael confirmed this exchange later on social media. 'I felt terrible for coming out of the play and breaking the illusion, but it was happening so often I felt it had to be addressed as it was spoiling the experience for everyone.'

Do you think he was right to interrupt? Let us know in the comments below.

Comments FOLLOW

danny • 23 December 14.50 Bravo, Michael. It's time people protested against this kind of behaviour. If people can't live without their phones for two hours, [1]they shouldn't go to the theatre. We need a new rule for theatres and concert halls: [2]you have to leave your phone in the cloakroom. It's the same as for backpacks in museums.

anton • 23 December 19.43 If you ban phones, a lot of the audience just won't go. My wife's a doctor and the rule when she's on call is, [3]you mustn't go anywhere without your phone. It's in case of an emergency.

marcel • 24 December 07.08 I agree. [4]Phones don't have to be in the cloakroom, but [5]they must be switched off or on silent.

kasia • 24 December 01.16 I think [6]Michael Sheen should calm down and be more understanding. He's only acting, not doing brain surgery!

b Read the comments again. Match the highlighted phrases to their meanings.

A ☐ This isn't necessary.
B ☐ Don't do this. It isn't allowed / permitted.
C ☐ ☐ It's necessary or compulsory to do this.
D ☐ It's a good idea to do this.
E ☐ It's a bad idea to do this.

c **G Grammar Bank 4A** *p.224*

d Can you think of other situations when...?

- you have to switch off your phone
- you shouldn't use your phone
- you mustn't use your phone, but you don't have to switch it off
- you had to switch off your phone in the past, but now you don't have to
- you mustn't use your phone to take photos or videos

3 PRONUNCIATION
silent consonants

a Look at the words in the list. They all have a silent consonant or consonants. With a partner, cross out the silent letters.

calm design dishonest doubt foreign
half hour island knowledge listen
mustn't ought rhythm should talk
walk whole wrong

b 4.7 Listen and check.

c Practise saying the sentences.

1 You mustn't talk – just listen.
2 Everyone should learn a foreign language.
3 The taxi ought to be here in half an hour.
4 We walked round the whole island.

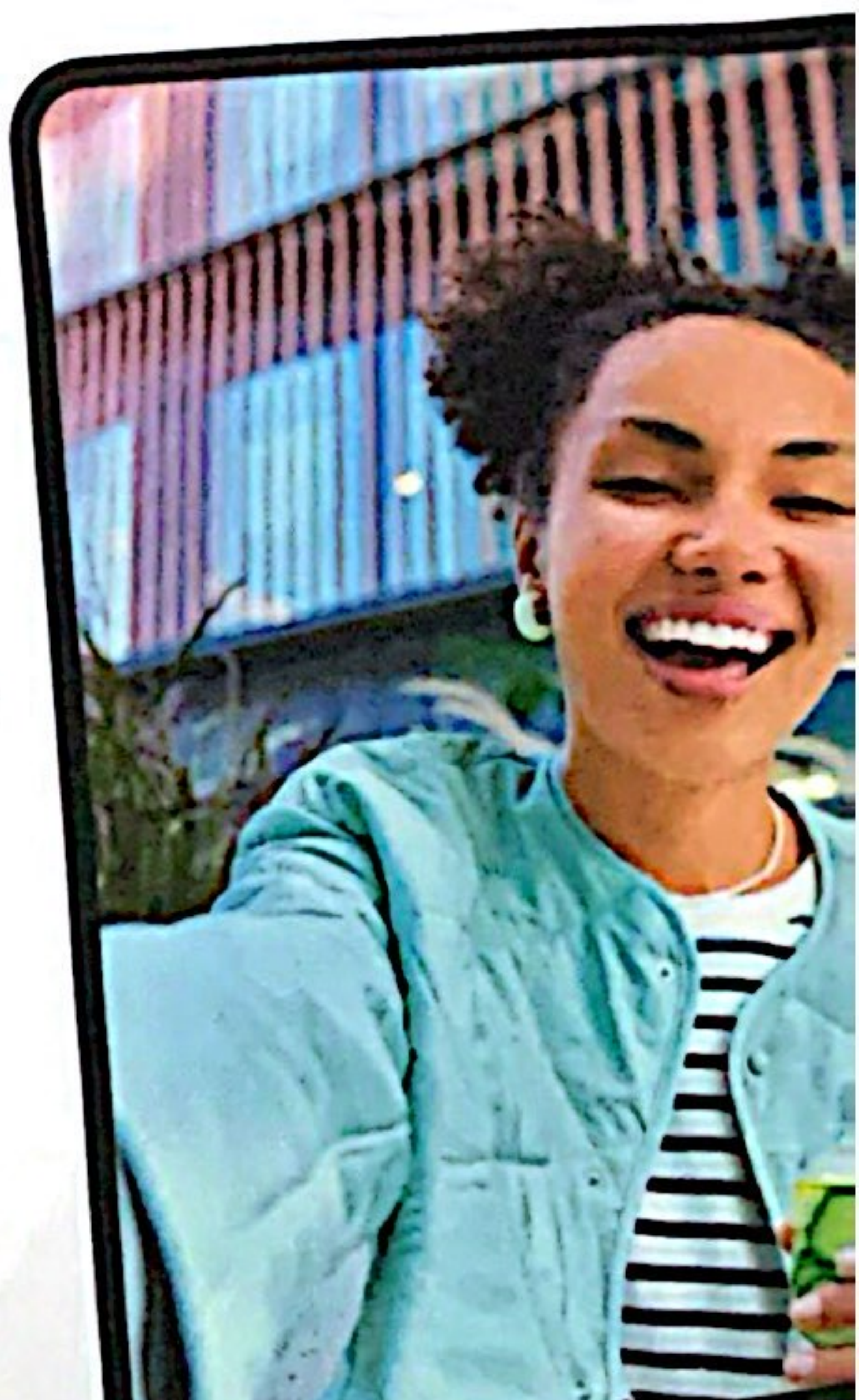
4 SPEAKING

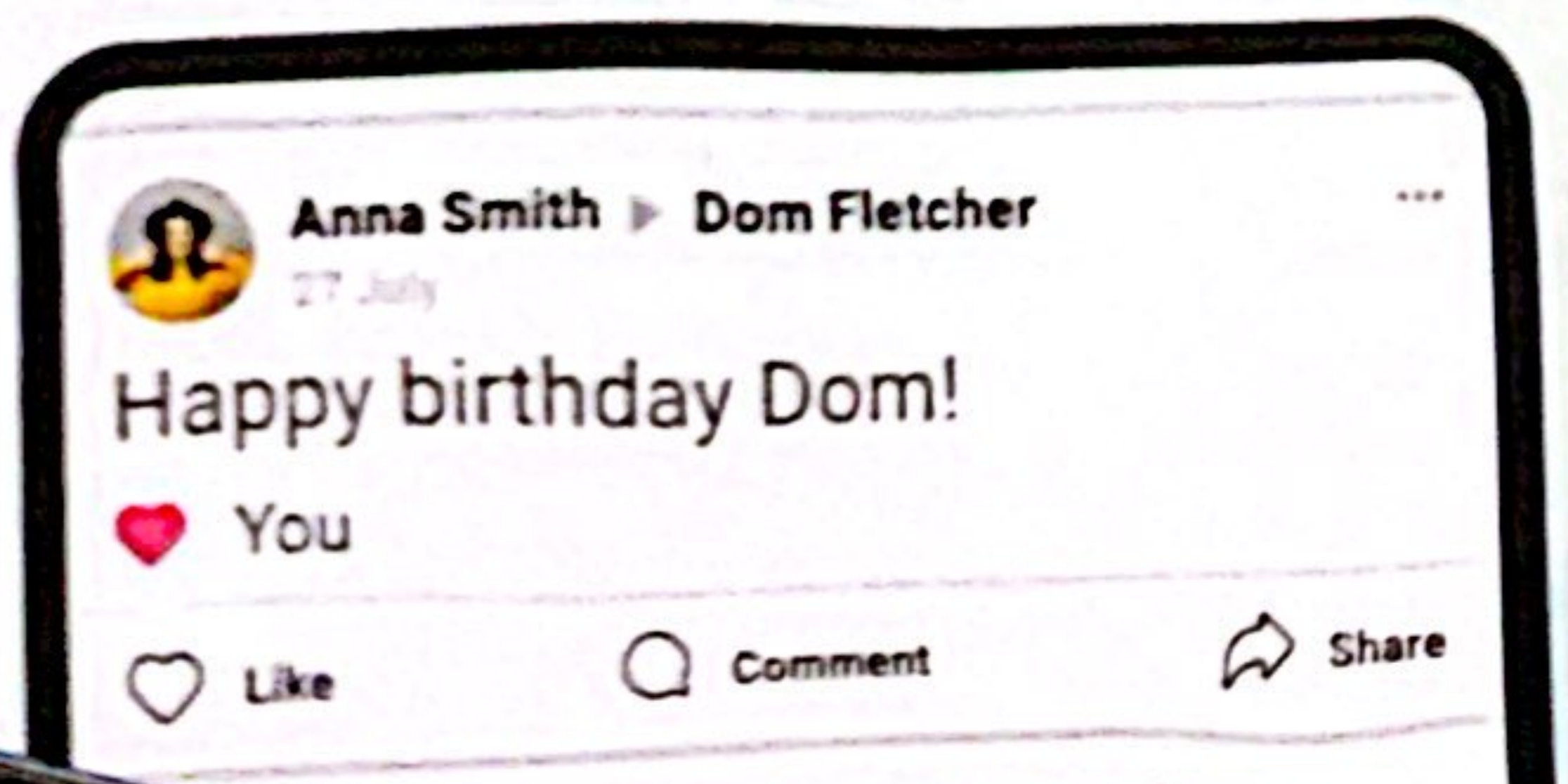
Look at the list of annoying things people do with their phones. Work in small groups. Answer the questions for each thing.

1 Does it annoy you, or do you think it's OK?
2 If it annoys you, what do you think people should / shouldn't do?

Annoying things people do with their phones

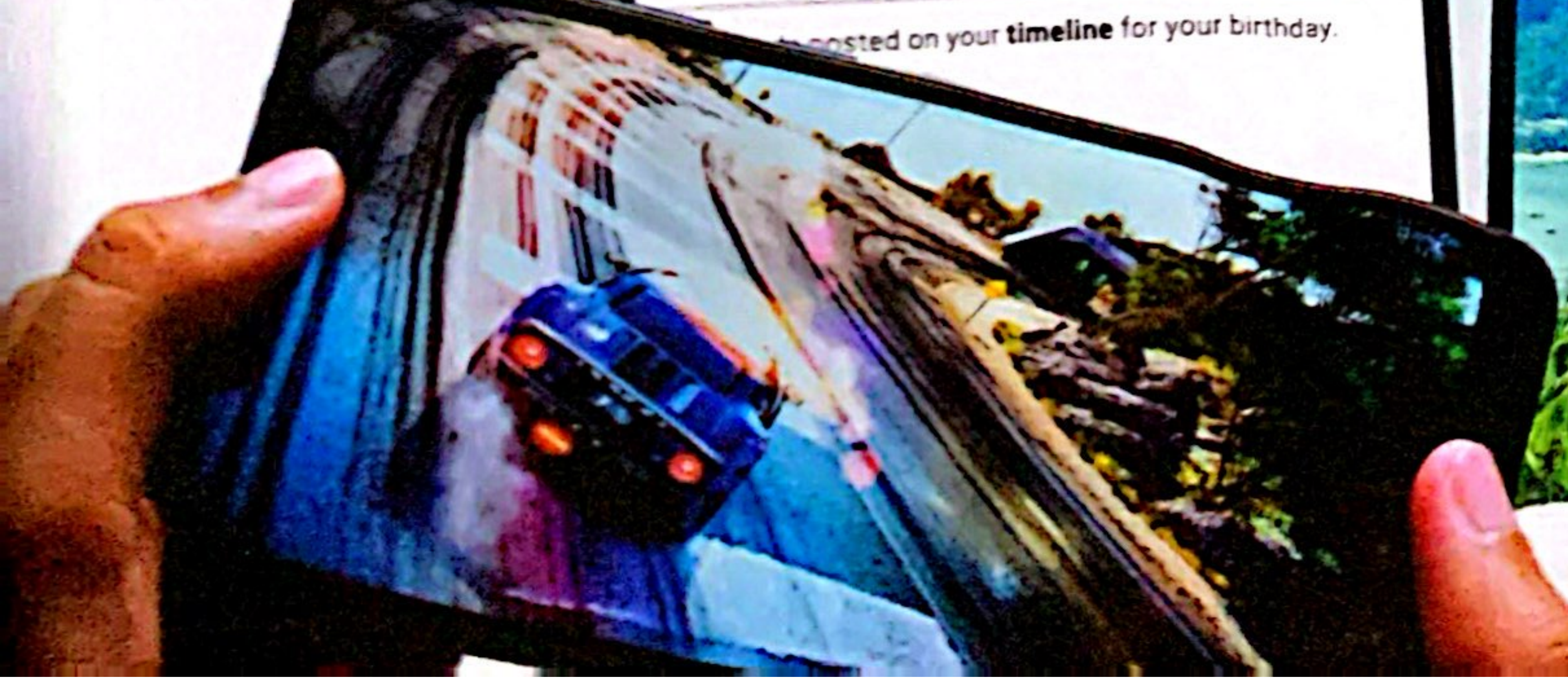
- take selfies all the time and post them on social media
- put their phones on the table in front of them in a restaurant, in a café, or in your house
- play noisy games on their phones
- send or receive messages in the cinema
- post about everything on social media, from what they had for breakfast to what time they went to bed
- keep posting photos of their babies and small children
- listen to music with headphones, but with the volume so loud that other people can hear it
- take photos of all the dishes when they eat out
- video or photograph every minute of their holiday
- message you on your birthday, but never get in touch during the rest of the year
- scroll through all your other photos when you are showing them just one
- talk on speaker phone in a public place
- answer the phone in the middle of a conversation with one person and start talking to someone else





Anna Smith ▸ Dom Fletcher
27 July
Happy birthday Dom!
You

osted on your timeline for your birthday.

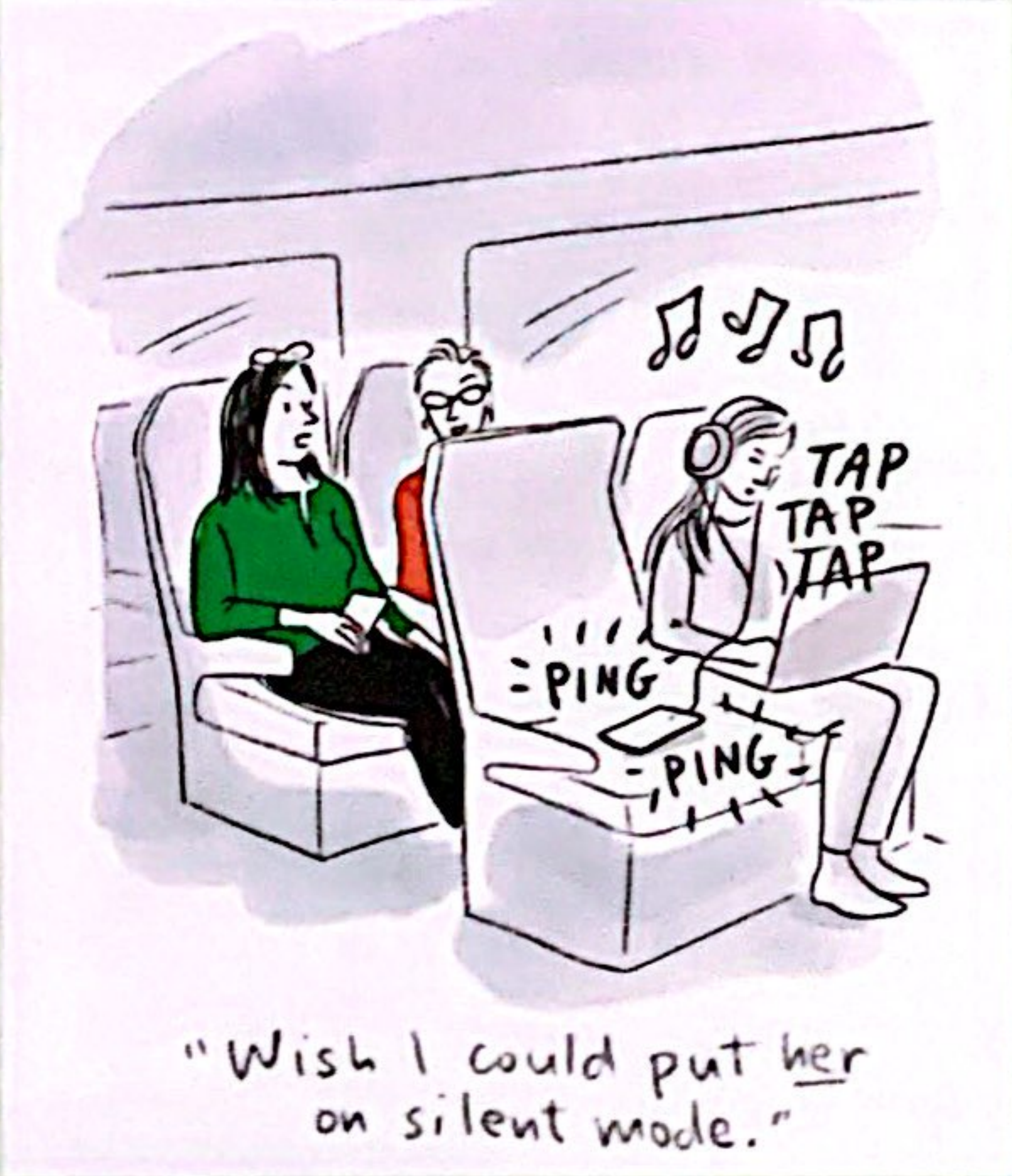


5 READING

15 STEPS TO MODERN MANNERS

Kay Plunkett-Hogge and Debora Robertson have created a new guide for the times we now live in. Here they share some of their tips.

The world may have changed, but when it comes to manners, really not much has changed. Good manners are simply a form of kindness, putting yourself in someone else's shoes, and that never goes out of fashion.



"Wish I could put her on silent mode."

AT HOME

1 Although it's important to be polite to friends, colleagues and acquaintances, it's even more important to be polite to the people who you live with.

2 If manners are kindness, the politest thing you can ever do is tidy up after yourself at home. No excuses.

3 My mother, a wise woman, always says: 'Do you want to be right or do you want to be happy?' You don't always have to win.

AT WORK

4 Don't impose a Zoom call if a phone call will do. If it has to be a Zoom call, never insist 'cameras on', especially before 10 a.m.

5 If you're working from home with a partner or housemate who is also working from home, don't occupy the best chair / table / view in perpetuity.

6 If you're the boss with staff working from home, be understanding if children, pets, and delivery people occasionally interrupt meetings.

7 With email, don't copy people into things they don't have to be copied into.

8 Being clean and tidy is a kindness to the people around you. Dirty nails don't make you interesting.

GOING OUT

9 Don't make fun of anyone else's mask-wearing, e.g. at theatres or concerts.

10 It's important to honour restaurant reservations. If you have to cancel, do it as far in advance as possible.

11 Restaurant staff work very hard.

GUESTS

12 When you are the guest, arrive between five and ten minutes after the specified time.

13 When you invite people to your house, make it very clear when you expect them to arrive and, most importantly, when you expect them to leave. Never say, 'Come for the weekend!' Do say, 'Why don't you come in time for drinks at six on Friday and stay for Sunday lunch?'

14 It may be hard to believe, but not everyone loves or is comfortable with dogs. If yours is a yapper or a jumper-upper, be sensitive to your guests.

15 Enjoy your own parties or others won't. Plan, prepare, and do as much as you can ahead.

a **Look at the illustration from a new book about modern manners. What example of bad manners does it show?**

b **Exam** **Read the extract from the book. Complete the tips with A–H.**

A 'He's only being friendly' isn't enough.
B And talk to everyone, not only the people you already know.
C Choose your battles.
D Home is the training ground for life.
E Then relax with your guests.
F Tip well and tip often.
G We're all overloaded enough as it is.
H When you're not an active part of the call, mute, mute, mute.

c **Read the tips again. Tick (✓) any that you strongly agree with. Cross (✗) any that you disagree with.**

d **Compare with a partner, and give your reasons. Do you think manners are important? Why (not)?**

6 LISTENING

a **4.8 You're going to listen to a radio phone-in programme about manners. First, listen and make notes about the three people's problems with rude relatives.**

1 Belinda's problem with her mother-in-law	
2 Damien's problem with his brother	
3 Miranda's problem with her nephew	

b **With a partner, decide what advice you would give the three callers.**

c 4.9 Listen and complete some extracts from the advice that Sarah gives.

Advice for Belinda

1 I think you ought to be the one ________ ________ ________.

2 You shouldn't ________ ________ ________ because she won't change her opinion.

Advice for Damien

3 I think you should politely, but directly, ________ ________ ________ ________.

4 To be honest, you don't really have to ________ ________ ________.

Advice for Miranda

5 You must ________ ________ ________ ________ before their next visit.

6 Explain that he has to ________ ________ a bit when he's visiting.

7 'You mustn't ________, ________ ________ ________.'

d 4.10 Now listen to the whole programme. Do you agree with Sarah's advice? Is there anything else you would suggest?

Mediation An English-speaking friend tells you that their five-year-old nephew is badly behaved when he visits. Leave your friend a voice message, summarizing Sarah's advice for Miranda and adding two more suggestions of your own.

Ⓜ **Mediation Bank 4** *p.257* Spoken mediation: Collaborating with others

7 SPEAKING

People shouldn't eat and drink in the cinema.

a 4.11 Listen to three people talking. How many of them agree with the statement? Do you?

b 4.12 Listen to some extracts from the conversation. Complete the gaps in the information box.

Saying what you think is right

I (don't) think people [1]________...

I think it's bad [2]________ / [3]________ / inappropriate to...

I don't think you [4]________ / it's important to...

I [5]________ it / I don't mind it when...

It really [6]________ me, too.

c Read the questionnaire. What do you think? Mark each thing **GM** (good manners), **BM** (bad manners), or **NI** (not important).

GOOD MANNERS? BAD MANNERS? NOT IMPORTANT?

WHEN GREETING PEOPLE...

- use more formal language when speaking to an older person.
- kiss somebody on both cheeks when you meet them for the first time.
- use your partner's parents' first names.

ON A FIRST DATE...

- offer to pay for your own meal.
- share food.
- be a bit late.

WHEN YOU'RE INVITED TO SOMEBODY'S HOUSE FOR A MEAL...

- take a present.
- take your shoes off when you arrive.
- be honest about the food (e.g. if it's too cold, salty, etc.).
- send a message the next day to say thank you.

WHEN YOU'RE HAVING A MEAL WITH FRIENDS IN A RESTAURANT...

- complain that the food isn't very good.
- insist on only paying for exactly what you ate or drank when the bill is being divided up.
- be very affectionate with your partner.

ON SOCIAL NETWORKING SITES...

- post a photo or video clip of a friend or their children without asking their permission.
- make a negative comment about somebody's photo.
- post a private message or conversation.

d In groups, talk about each thing in the questionnaire. Do you think it's good manners, bad manners, or not important? Why? Try to use language from the information box.

8 WRITING an email of complaint

Ⓦ **Writing Bank 4** *p.200* Write an email of complaint about a meal you had in a restaurant.

4B Yes, we can!

Can you play the piano? *No, but I'd love to be able to.*

1 GRAMMAR ability and possibility

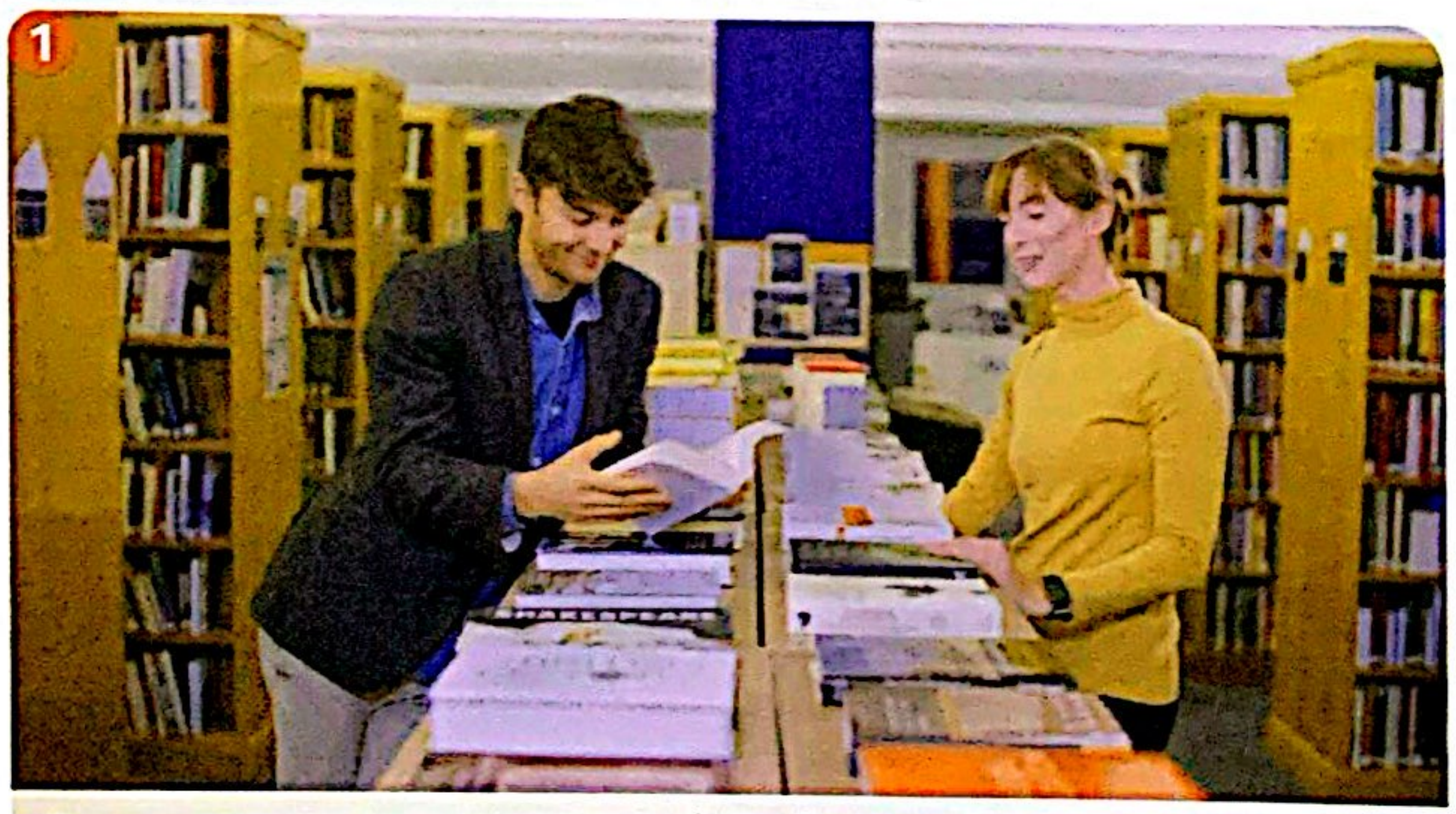
a Look at the list of skills. With a partner, find...

- two that you *can* do.
- two that you *can't* do.
- two that you *could* do when you were ten years old.
- two that you *couldn't* do when you were ten years old.

run 5 km
do yoga
dance salsa
type fast
create a website
knit or sew
ride a bike
ski
swim
take good photos
play chess
play a musical instrument
use an Excel spreadsheet
sing well
make an omelette

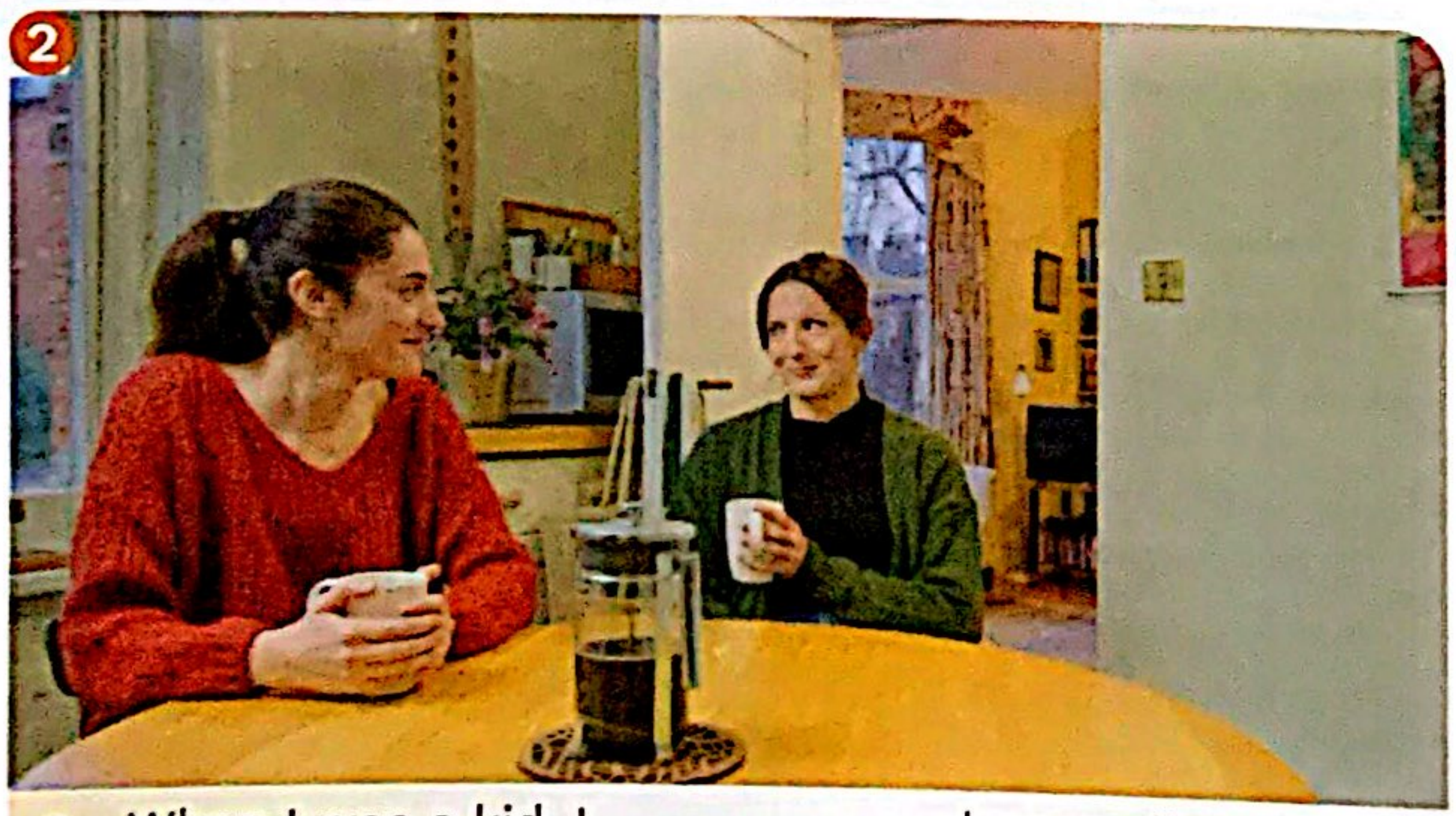
b Video Watch the video. Then complete the extracts from the conversations.

1



A __________ you speak Italian well?
B Yes, I __________ speak it very well.
A Lucky you! I'd love to __________ __________ __________ speak a foreign language well.

2



C When I was a kid, I __________ draw really well. Now I'm hopeless.
D I've never __________ __________ __________ draw or paint. Not even when I was younger.

c Watch again and check. Then look at conversations 1 and 2 in **b** again. Complete the sentences.

1 In the present or past we use __________ / __________.
2 In the infinitive or present perfect, we use __________.
3 __________ and *be able to* mean the same.

d **G** **Grammar Bank** 4B *p.225*

2 PRONUNCIATION & SPEAKING sentence stress

a 4.15 Listen to four sentences. Write the stressed words in the pink boxes.

1 ______ never ______ ______ ______ ______.
2 ______ ______ ______ ______ ______ ______.
3 ______ ______ ______ ______ ______ ______ ______.
4 ______ ______ ______ ______ ______ ______ ______.

b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

c Listen again and repeat the sentences. Copy the rhythm.

d 4.16 Listen and make new sentences with the verbs or verb phrases you hear.

1 I'd love to be able to ski. (ride a horse)
I'd love to be able to ride a horse.

2 We won't be able to come. (park)
We won't be able to park.

e Look at the topics. Choose two or three and think about what you could say about them.

- something that you'd like to be able to do
- something you learned to do after a lot of effort
- something you can do, but you'd like to be able to do better
- something you think all young people should be able to do before they leave school

f Work with a partner. Tell him or her about the things you chose in **e**. Give reasons or explanations for each one.

I'd like to be able to ski, but I don't think I'll ever learn, because I don't live near the mountains.

3 READING

a When did you learn to read and write? Did you find it easy or difficult? What kinds of things would you have problems with as an adult if you couldn't read or write well?

b **Exam** Read the article once. Match the summaries A–E to paragraphs 1–5.

☐ A Jason Arday's personality and beliefs
☐ B Jason Arday's background
☐ C Jason's problems with speech and literacy
☐ D the influence of a teacher
☐ E who Jason Arday is and why he is unusual

c Read the article again. What do you think the highlighted phrases mean? Choose a or b.

1 a has upset people b has been important in the media
2 a got bigger b developed into an adult
3 a something suddenly became clear
b something made a loud sound
4 a a place where you get advice about jobs
b a place where you get financial support
5 a use him as an example for others
b try to help him, even though he might not succeed
6 a is stubborn or obstinate
b continues trying to do something, even when it's difficult
7 a really want to do sth b have the ability to do sth
8 a be put in the ground when you die b be remembered

d Look again at the topics in **b**. What can you remember about Jason Arday from each paragraph?

e Have you or has someone you know had real difficulty learning something? Do you agree with Jason Arday that 'if you have the will, it will always supersede skill'?

Young, gifted, and Black

① **Jason Arday, the University of Cambridge's youngest Black professor, joined its Faculty of Education in March 2023, at the age of 37. Before that, he had been a professor at Glasgow and Durham universities, focusing on race and education. But astonishingly, Arday didn't speak until he was 11 and couldn't read or write until the age of 18. It's a story that [1]has made headlines and changed his life completely.**

② Arday [2]grew up in south London with Ghanaian parents. His mother, Gifty, was a mental health nurse; his father, Joseph, a chef. He is the second youngest of four brothers. His childhood was generally happy – he was very influenced by Gifty, who was a keen anti-racist activist and went on protests, often taking Arday with her. Their house was full of his mother's books about Black female educators and activists. But the biggest influence on his childhood was the fact that for much of it he couldn't speak, read, or write.

③ Arday was diagnosed with autism and global developmental delay when he was three, and when he was four, he learned sign language. When he was 11, after 'thousands of hours' of speech therapy and support from his mother, who used music and lyrics to help him understand how words flowed and fitted together, [3]something clicked one day, and shortly after that, he stopped using sign language. Seven years later, he was able to read and write.

④ One of the people who helped to change Arday's life was a man named Sandro Sandri. When Arday left school, his mother took him to [4]a careers office, where he was told that the best he could hope for was some volunteer work. Instead, Gifty helped him to enrol on a course in sport and development at an adult education college in south London. There, Arday met Sandri, a sports lecturer, who decided to [5]take a chance on him. Sandri used to stay late almost every night of the week, working with Arday on his literacy skills. 'Until a year ago, he would text me every day and say: "You're great. You're going to do some great things.",' says Arday. 'The only promise he ever made me make was that whatever he did for me, I'd do the same for someone else.'

⑤ Arday does not see himself as intellectual, necessarily, but as someone who [6]has determination. In 2010, he ran 30 marathons in 35 days to raise money for charity. 'If you [7]have the will, it will always supersede skill,' he says, smiling. 'When people meet me, I don't talk about theories – I tend to talk more about life.' As his dad once told him: 'You can't [8]be buried with your books. So everything you do, think about the impact it has on the everyday person,' he explains.

Glossary
sign language a language that uses hand gestures to communicate instead of spoken words
global developmental delay a condition in which a child has significant delays in two or more areas of development, such as language and social skills

Adapted from The Guardian

4 LISTENING & SPEAKING

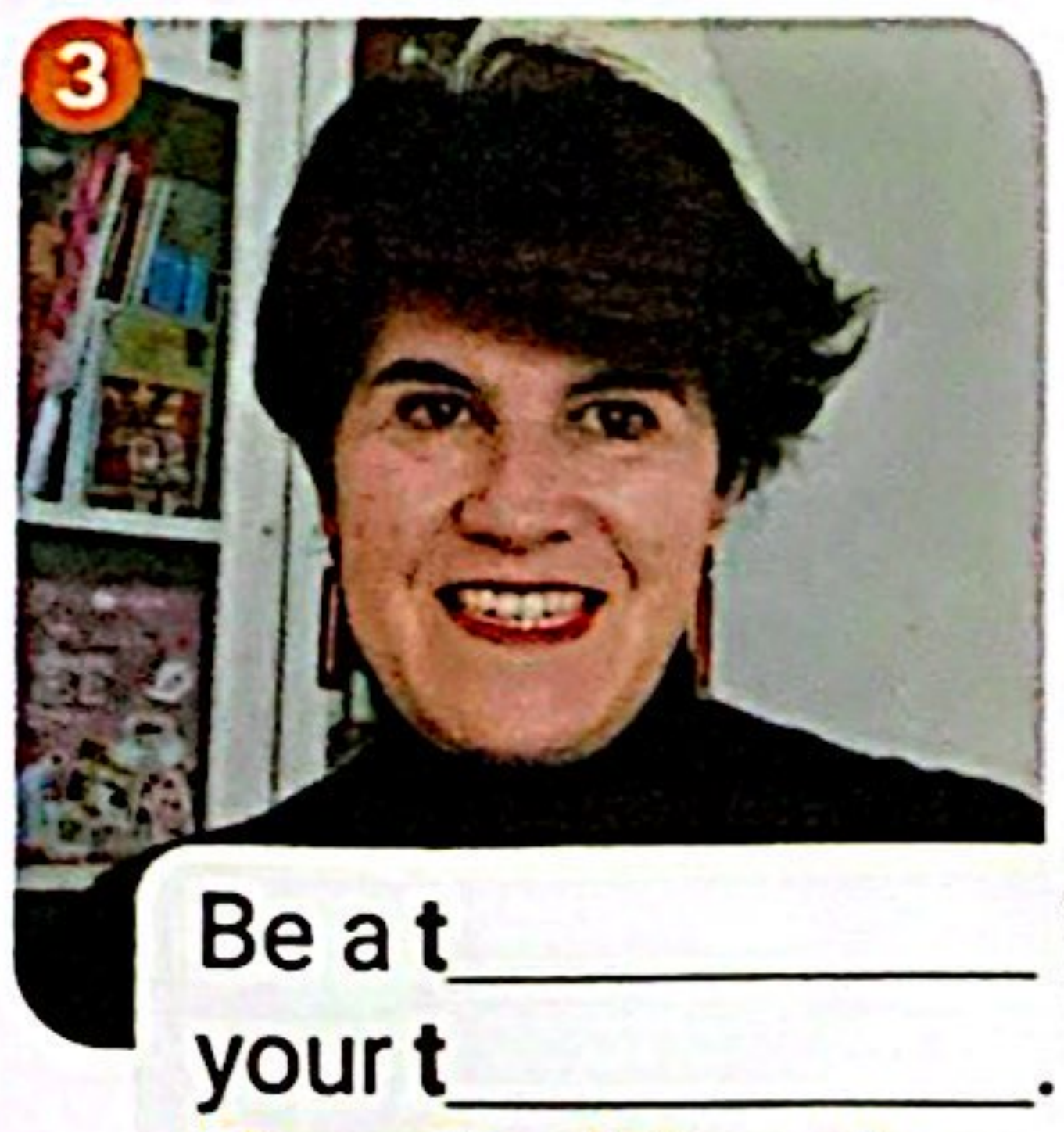
a How long have you been learning English? Has anyone ever given you a useful tip which has helped you learn?

b **Video** Read Nelson's forum post. Watch *Teachers' tips for practising English*. Then complete their tips with two words.

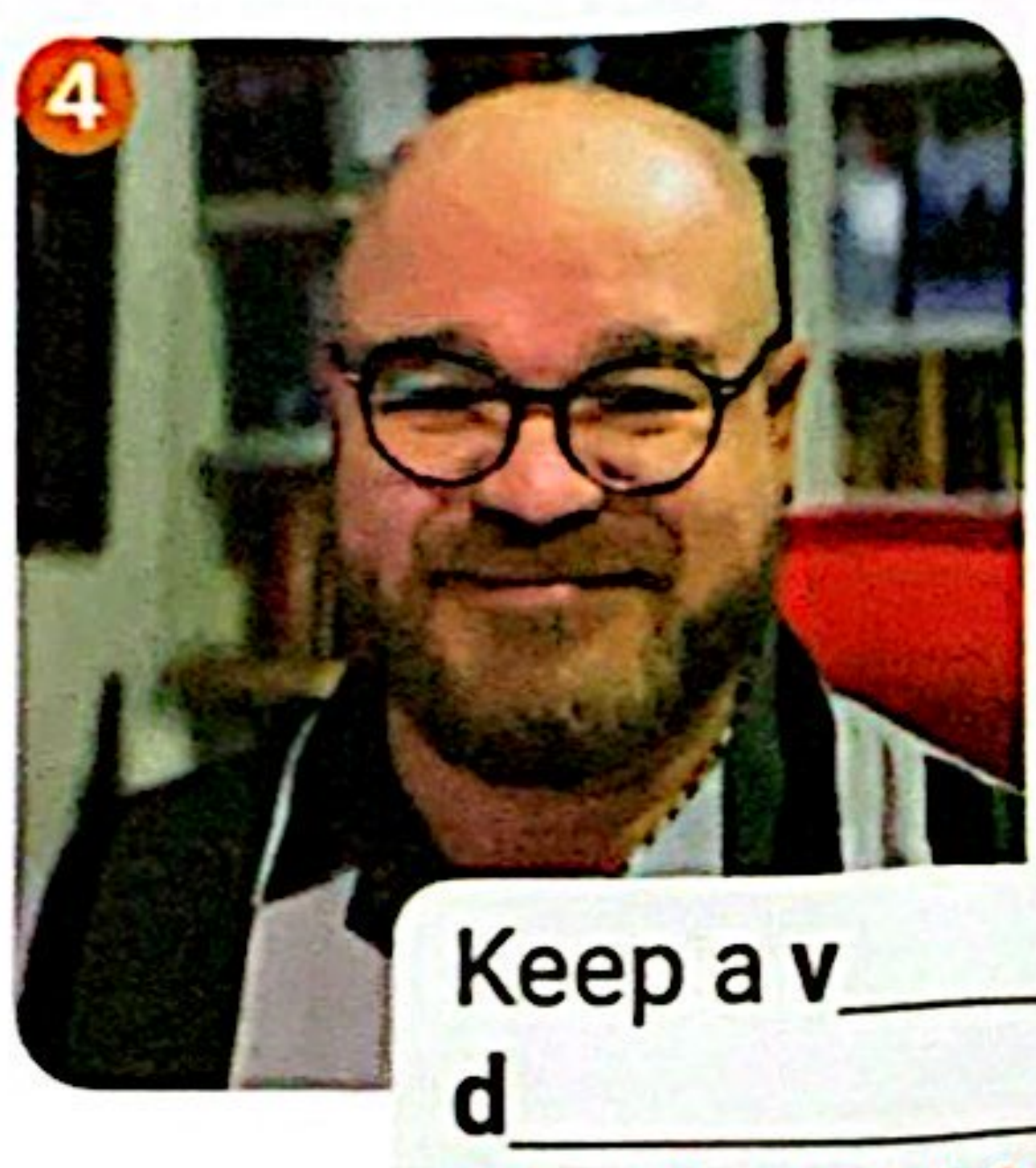
Does anyone have any good tips for practising English outside class? I'm a B1 level (I think – I hope!) and I'm studying in Colombia... **Nelson, Medellín**

1 Listen to podcasts or watch T___ s__________ and movies in English. **Sanja, Zagreb**

2 Use s__________ m__________ in English. **Panoraia, Athens**



3 Be a t__________ in your t__________. **Begoña, Mungia**



4 Keep a v__________ d__________ in English. **Frank, Madrid**

5 Chat in English with a friend who is at the s__________ l__________ as you. **Anna Maria, Crete**

c **Exam** Watch again. Match benefits A–F to tips 1–5 in **b**. There is one that you do not need.

☐ A You'll learn skills that will help you to find a job.
☐ B You'll improve your spoken English, and learn new words at the same time.
☐ C You'll learn new vocabulary and expressions without any effort.
☐ D You'll improve your speaking and pronunciation skills, and will be able to measure your progress.
☐ E You'll find out things you didn't know, meet new people, and improve your English.
☐ F You'll improve your speaking, reading, and writing skills.

d Look at some extracts from the video. What do you think the **bold** words or expressions mean?

1 That way, you will **pick up** a lot of new words and phrases without really noticing it.

2 Nowadays, it's so easy to **reach out** and find English-speaking accounts.

3 You can **interact** with them, and make new friends.

4 You can also share your recordings with a friend, teacher, or language exchange partner, for **feedback** on your pronunciation and speaking style.

5 You can also use an application which will help you find words that you don't know and use them there **on the spot**.

e Look at an extract from one of the tips. *Yourself* is a reflexive pronoun. How do you say it in your language?

Using a voice recorder or a smartphone app, record yourself speaking in English every day, or every week.

Reflexive pronouns

We use reflexive pronouns (*myself*, *yourself*, etc.) when the object of a verb is the same as the subject. We can also use reflexive pronouns to emphasize the subject of an action, e.g. *I painted the kitchen myself*.

f Which subject pronouns do these words go with?

themselves herself ourselves
yourselves himself itself

g **4.17** Listen and say the sentences with different pronouns.

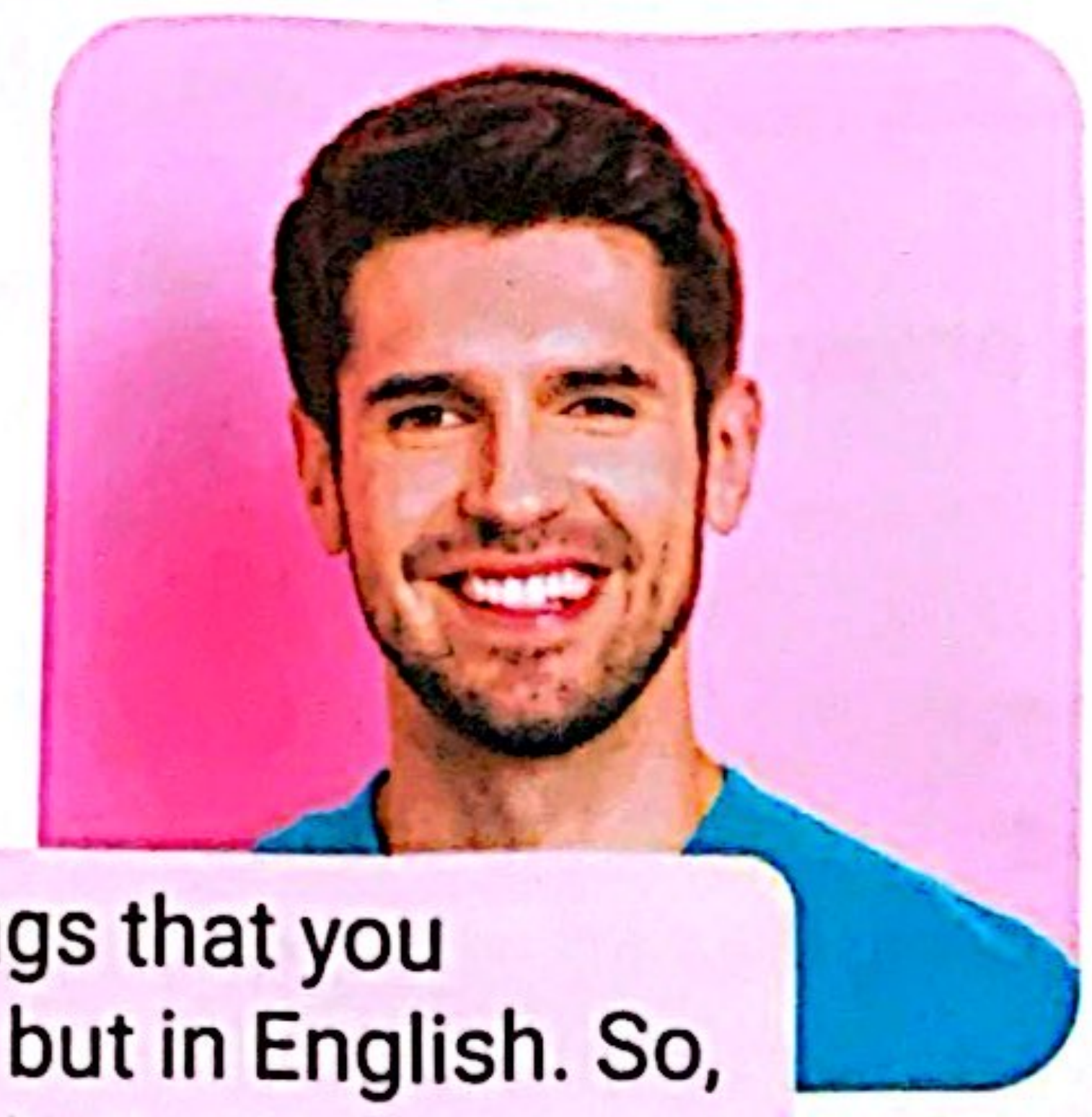
1 I tested myself on the new vocabulary. We...
We tested ourselves...

h Which of the forum tips do you think would be the best for you? Are there any you don't think would work for you? Are there any that you already do?

Mediation An English-speaking friend wants to learn your language. Write an email to your friend, choosing some of the tips for learning a language from the video and some of your own. Try to use your own words. Write about 150 words.

5 VOCABULARY
-ed / *-ing* adjectives

a Read a tip from another teacher. Complete it with *interested* or *interesting*.



My tip is to do things that you already like doing, but in English. So, for example, if you're [1]__________ in a sport or in photography, read about it in English. I'm [2]__________ in jazz, so I read jazz magazines and articles about jazz in English. They're much more [3]__________ for me than books. **Marc, Switzerland**

-*ed* and -*ing* adjectives

We use the adjective ending in -*ed* for the person who has the feeling, e.g. Marc. We use the adjective ending in -*ing* for the person, thing, or situation that produces the feeling, e.g. jazz magazines.

Many adjectives for feelings have two possible forms, ending in -*ed* or -*ing*, e.g. *interested* and *interesting*.

b Complete the adjectives with -*ed* or -*ing*.

1 What music do you listen to if you feel **depress**___?
2 What do you think is the most **excit**___ sport to watch?
3 What's the most **amaz**___ scenery you've ever seen?
4 Have you ever been **disappoint**___ by a birthday present?
5 Which do you find more **tir**___, clothes shopping or food shopping?
6 What's the most **embarrass**___ thing that's ever happened to you?
7 Are you **frighten**___ of heights?
8 Do you usually feel very **tir**___ in the morning?
9 What's the most **bor**___ film you've ever seen?
10 Do you ever get **frustrat**___ by technology?

c 4.18 Listen and check. Underline the stressed syllable in the adjectives.

d Ask and answer the questions in **b** with a partner. Ask for more information.

6 LISTENING

a Do you know anybody who speaks more than one language well? Which languages do they speak? Do you know how they learned them?

b Look at the photo and read about Alex Rawlings. What is unusual about him?

Alex Rawlings describes himself as 'hooked on languages'. He became 'Britain's most multilingual student' when he won a national competition which tested his fluency in 11 different languages. At the time, he was studying German and Russian at Oxford University. Since then, Alex has learned to speak even more languages and is the author of a book called *How to speak any language fluently*.

c **Video** You're going to watch Alex saying 'hello' in 11 languages. First, match any of the greetings 1–11 that you know to the languages in the list. Try to guess the rest. Then watch *'Hello' in different languages* and check.

1 Goeiemôre
2 Bonjour
3 Shalom (שלום)
4 Buongiorno
5 Goedemorgen
6 Yassas (γεια σας)
7 Hola
8 Privet (привет)
9 Guten Tag
10 Hi
11 Bon dia

1 Afrikaans
☐ Catalan
☐ Dutch
☐ English
☐ French
☐ German
☐ Greek
☐ Hebrew
☐ Italian
☐ Russian
☐ Spanish

d **Video** Now watch *An interview with Alex Rawlings*. What does he say about the languages in 1–5?

1 Greek and German
2 Chinese and Slovene
3 Welsh, Irish, and Scottish Gaelic
4 Russian
5 Afrikaans

e What new language would you choose to learn and why?

3&4 Revise and Check

GRAMMAR

Circle a, b, or c.

1 I walk to work. It's ___ than going by car.
a more healthy b as healthy
c healthier

2 Cycling isn't ___ people think.
a as dangerous as b as dangerous than
c so dangerous than

3 This is ___ time of day for traffic jams.
a the most bad b the worse
c the worst

4 My son is a much safer driver than ___.
a I b me c my

5 What ___ beautiful day!
a a b – c an

6 I never drink coffee after ___ dinner.
a – b the c an

7 ___ are usually good language learners.
a The young children b Young children
c Young child

8 We've decided to visit Albania ___.
a the next summer b next summer
c the summer next

9 Entrance is free. You ___ pay anything.
a don't have to b mustn't c should

10 I'll ___ work harder if I want to pass.
a must b should c have to

11 I don't think I ___ have a dessert. I've already eaten too much!
a must b should c have to

12 You ___ switch on your phone until the plane has landed.
a don't have to b mustn't c must

13 We won't ___ come to the party.
a can b be able c be able to

14 When he was five he ___ already swim.
a can b could c was able

15 My mother has never ___ cook well.
a been able to b could c be able to

VOCABULARY

a Complete the compound nouns with a singular or plural noun.

1 Slow down! The speed ________ is 100.
2 I won't start the car until you've all put on your seat ________.
3 It's not a very good town for cyclists – there are very few cycle ________.
4 Try to avoid using the Tube between 8.00 and 9.30 a.m. – it's the ________ hour.
5 There's a taxi ________ at the station.

b Complete with a preposition.

1 We arrived ________ Prague at 5.30.
2 I apologized ________ being late.
3 I'm not very keen ________ horror films.
4 My son is good ________ speaking languages.
5 This song reminds me ________ my holiday.

c Complete the words.

1 We were late because we got stuck in a terrible tr__________ ja
2 I've hired a v________ to take my things to my new flat.
3 We're going to drive to Dover and get the f_________ to Franc
4 We're going to s________ off early, before it gets dark.
5 How long does it t________ to get from here to the airport?

d Circle the correct adjective.

1 The match ended 0–0. It was really *bored / boring*.
2 It was the most *frightened / frightening* experience I've ever ha
3 We're very *excited / exciting* about our holiday!
4 I'm a bit *disappointed / disappointing* with my exam results.
5 This programme is too *depressed / depressing*. Turn it off.

e Complete the words.

1 I'm not in at the moment. Please l________ a message.
2 The line's eng________. Please hold.
3 I was in the middle of talking to him and he just h__________ up
4 We sc________ through hundreds of their holiday photos.
5 I hate it when people have loud r________ on their phones!

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

computer

ear

boy

bike

Consonant sounds

chess

jazz

thumb

mother

girl

b Ⓟ **Sound Bank** *p.252–3* Say more words for each sound.

c Which sound in **a** do the pink letters have in these words?

1 arrive
2 engaged
3 message
4 Underground
5 with

d Underline the stressed syllable.

1 mo|tor|way
2 di|sa|ppoin|ted
3 pe|des|tri|an
4 spea|ker|phone
5 em|ba|rra|ssing

Can you understand this text?

a **Exam** Read the article once. Match headings 1–6 to paragraphs A–F.

1 Don't be a selfish DJ
2 Don't tolerate dangerous driving
3 Be a good co-pilot
4 Don't distract the driver
5 Wear your seat belt
6 Don't be rude

b Read the article again with the headings. Are you a good passenger? How many of the things do you sometimes do or not do?

Can you understand these people?

1 Nick

2 Butterfly

3 Coleen

4 Jenny

5 Linwood

Video **Exam** Watch and choose the correct option a, b, or c.

1 Nick thinks the most enjoyable way to travel in London is ___.
   a by Tube b by bus c by bike
2 Butterfly thinks that ___ at looking after small children.
   a men are better than women
   b women are better than men
   c men and women are equally good
3 Coleen thinks that women are more interested in ___ than men.
   a sport b fashion c gossip
4 Jenny speaks ___ languages.
   a one b two c three
5 What Linwood finds really annoying is people who use their phones ___.
   a on public transport
   b in the street
   c in restaurants

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ compare different types of public transport in your town / country
2 ☐ explain the difference between a stereotype and a generalization
3 ☐ talk about things which are / aren't good manners in your country
4 ☐ describe something you would like to be able to do, but have never been able to

How to be the perfect car passenger

With the holidays just about to start and millions of cars hitting the roads at once, now's the time to consider how car passengers can help drivers. Think about how you would like your passengers to behave if you were the driver – this will make you more conscious of your actions while being a passenger yourself.

A ☐

Don't wait for the driver to tell you to put it on, or refuse to put it on when asked to.

B ☐

Advise the driver on the best route to take. However, don't shout or advise them too close to a turning, as this can make the driver panic or turn suddenly, leading to a possible accident.

C ☐

You can always comment on someone's driving, as long as it's a friendly suggestion. But don't attack the driver about their driving, especially if they're inexperienced. Let them take their time and drive the way that is most comfortable for them, not you.

D ☐

Talking to the driver helps to pass the time and stops them from falling asleep. However, talking too loudly or singing along to the radio can distract the driver and possibly cause an accident.

E ☐

Listening to the radio while driving makes the journey more enjoyable. However, don't assume that the driver wants to listen to everything that you want to listen to. It's better to allow the driver to choose the style of music. If the driver needs to concentrate, help them by turning the volume down, and don't have the radio on too loud in general.

F ☐

You deserve to feel safe and be treated with consideration. If you notice that the driver is going above the speed limit, don't immediately shout at them, as they might not be aware of it themselves. However, if you can see that the driver is speeding and not driving safely, you should tell them to slow down and drive more carefully.

Adapted from a driving blog

4A Modern manners

G obligation and prohibit
have to, must, should
V phone language
P silent consonants

1 VOCABULARY phone language

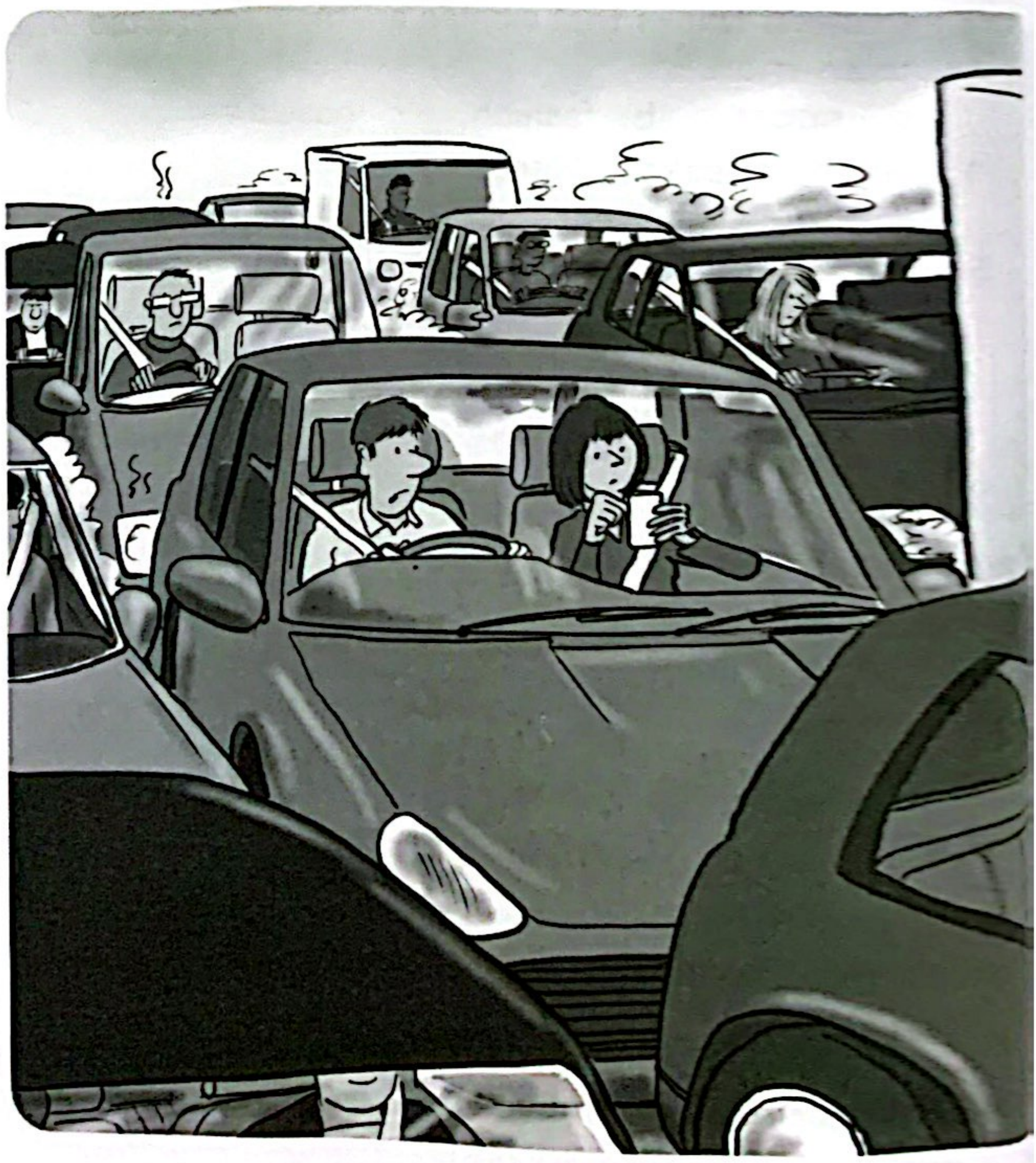
a Match the words and phrases from the list to definitions 1–12.

call back   cut sb off   dial   engaged / busy   go off
hang up   leave sb a voice message / voice note
~~message / text sb~~   put sb on hold
put sb on speakerphone   ringtone   scroll

1 to send sb a message using a mobile phone message / text sb
2 to make a caller wait until the person they want to talk to is free ________________
3 to phone sb again, or phone sb who called you earlier ________________
4 to start ringing ________________
5 to record information for sb to listen to later ________________
6 to allow other people to hear the person who is calling ________________
7 to stop or interrupt sb's phone conversation ________________
8 to push the buttons on a phone to call a number ________________
9 the sound your phone makes when sb is calling you ________________
10 to move content up or down a screen using your finger ________________
11 meaning that a phone is in use and can't be called ________________
12 to end a phone conversation and put the phone down or press 'end call' ________________

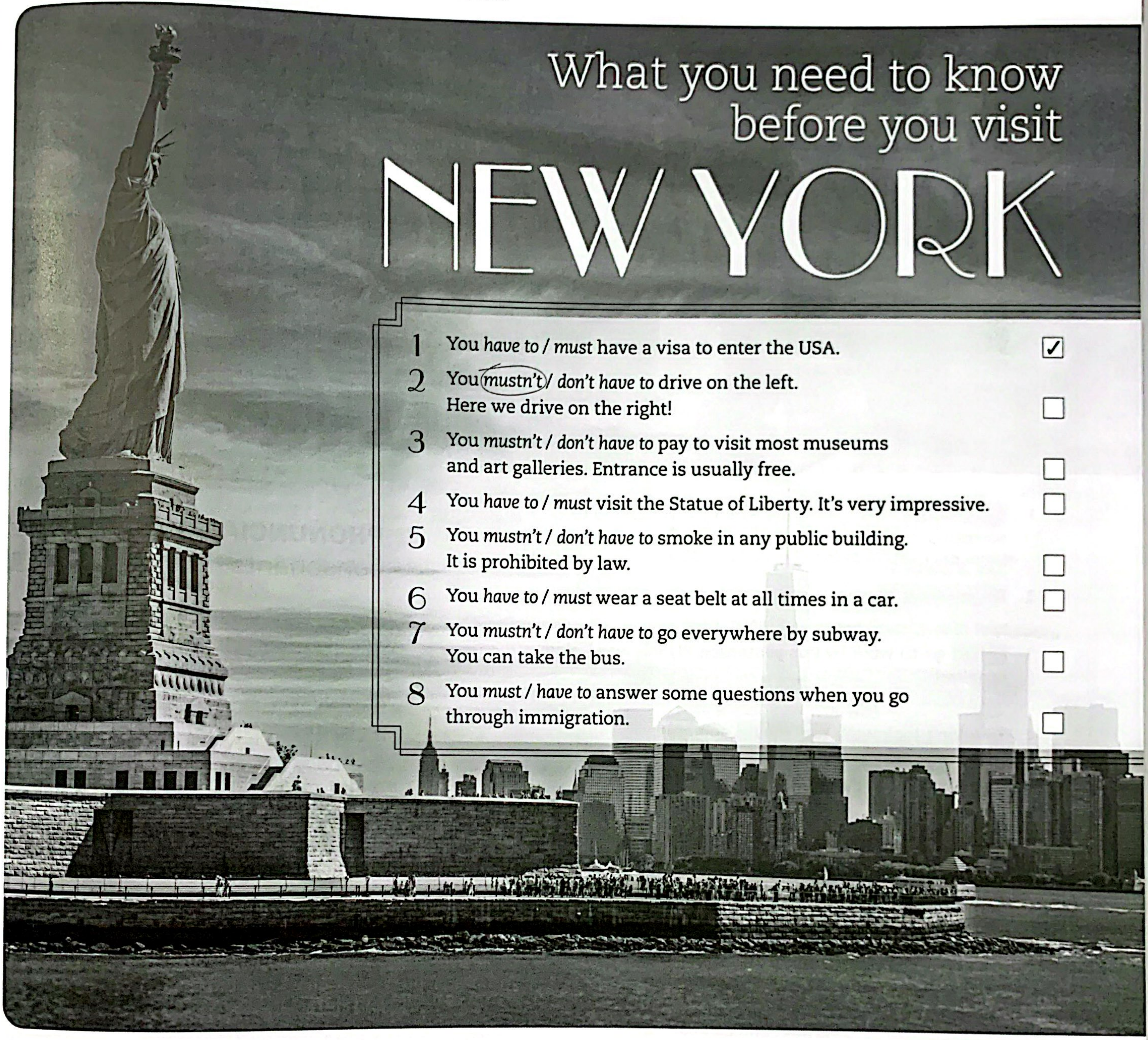
b Complete the sentences with the words from a

1 I prefer to text my friends, but when I'm walking, I leave them a voice message / voice note
2 If I give you my phone, you can ________________ through my holiday photos.
3 We turned off our phones at the start of the film make sure they didn't ________________.
4 We were ________________ when the train I was on went into a tunnel.
5 I need to choose another ________________ because I never hear the one I've got.
6 I couldn't talk to my bank because the number was ________________ all day.
7 When you call big companies, they often ________ you ________ for a long time.
8 John isn't answering his phone, so I'll have to ________________ later.
9 When my uncle calls from Canada, we always ________________ so that everyone can hear.
10 I usually ________________ when companies call me to try to sell me something.
11 I don't have to ________________ my friends' numbers because they're all in my contacts.
12 Can you ________________ your brother and tell him we're going to be late?



2 **GRAMMAR** obligation and prohibition

a Read the article. If both forms are correct, tick (✓) the sentence. If only one form is correct, circle the correct form.



What you need to know before you visit

NEW YORK

1 You *have to* / *must* have a visa to enter the USA. ☑

2 You [✓ *mustn't*] / *don't have to* drive on the left.
Here we drive on the right! ☐

3 You *mustn't* / *don't have to* pay to visit most museums
and art galleries. Entrance is usually free. ☐

4 You *have to* / *must* visit the Statue of Liberty. It's very impressive. ☐

5 You *mustn't* / *don't have to* smoke in any public building.
It is prohibited by law. ☐

6 You *have to* / *must* wear a seat belt at all times in a car. ☐

7 You *mustn't* / *don't have to* go everywhere by subway.
You can take the bus. ☐

8 You *must* / *have to* answer some questions when you go
through immigration. ☐

b Complete the sentences with *must*, *mustn't*, *should*, or *shouldn't*.

1 Darius *must* ________ past all his exams or he won't be able to go to university.
2 I think you ____________ buy the blue dress, not the red one. It suits you better.
3 You ____________ take phones into the exam room.
4 You ____________ eat so many sweets. They aren't good for you.
5 You ____________ be quiet when you're in the library.
6 Who do you think we ____________ invite to the party?
7 I know I ____________ go out tonight, but I really want to go to the concert.
8 I ____________ forget to call my sister back. She left me a message this morning.

c Correct any mistakes in the highlighted phrases. Tick (✓) the correct sentences.

1 You mustn't read messages when you're talking to somebody. ☐

You shouldn't

2 Do you have to wear a suit and tie at work? ✓

____

3 I must go to work by bus yesterday. My car was being repaired. ☐

____

4 You don't look well. You should go home. ☐

____

5 You don't have to park here. It says 'no parking'. ☐

____

6 My father is a nurse and he often should work nights. ☐

____

7 In the future, perhaps everyone will have to walk and cycle more. ☐

____

8 I mustn't cook last night because we went out for dinner. ☐

____

d Write a sentence about an obligation in each of the places. Use *must*, *have to*, *should*, and *ought to*.

1 an airport

You should arrive two hours before your flight leaves.

2 a cinema

____

3 a football stadium

____

4 a library

____

5 a museum

____

6 a swimming pool

____

3 PRONUNCIATION silent consonants

a ~~Cross out~~ the silent consonants in the words.

1 mus~~t~~n't
2 shouldn't
3 lights
4 hour
5 exhausted
6 debt
7 mortgage
8 foreign
9 wrong
10 island

b 🔊 **4.1** Listen and check. Then listen again and repeat the words.

4B Yes, we can!

G ability and possibility: *can, could, be able to*, reflexive pronouns
V *-ed* / *-ing* adjectives
P sentence stress

1 GRAMMAR ability and possibility, reflexive pronouns

a Read the sentences. If both forms are correct, tick (✓) the sentence. If only one form is correct, circle the correct form.

1 She *can* / *is able to* swim really well because she used to live by the sea. ✓
2 You need to *can* / *be able to* drive to live in the country. ☐
3 Luke *could* / *was able to* read when he was only three years old. ☐
4 If it doesn't rain tomorrow, *we can* / *we'll be able to* go for a long walk. ☐
5 Sorry, I've been so busy that I *haven't could* / *haven't been able to* call until now. ☐
6 If Millie had a less demanding job, she *could* / *would be able to* enjoy life more. ☐
7 I've never *could* / *been able to* dance well, but I'd love to learn. ☐
8 We're really sorry we *couldn't* / *weren't able to* come to your wedding. ☐
9 I *used to can* / *used to be able to* speak a bit of Polish, but I've forgotten most of it now. ☐
10 *Can you* / *Will you be able to* pick me up at the station when I arrive? ☐
11 To work for this company, you must *can* / *be able to* speak at least three languages. ☐
12 I hate *not can* / *not being able to* communicate with the local people when I'm travelling. ☐

b Read Karen Cooke's CV. Then complete the sentences with the correct form of *can, could,* or *be able to*.

1 Karen *can* ________ play the violin.
2 She ________ speak a little Portuguese when she started working in Lisbon.
3 She ________ speak French.
4 She ________ design websites since 2014.
5 She ________ finish her PhD before she left the USA.
6 She'd like ________ speak Spanish.
7 She ________ speak a little Spanish soon.

Name: Karen Cooke

Date of Birth: 11/03/1995

Qualifications

- Degree in German with Marketing (2018)
- Master's in Business Administration (2021)
- Started PhD in Business (2024) – incomplete

Work Experience

- **2013–2015:** Trainer and Operator with Telefunken, London
- **2018–2024:** Assistant then Marketing Manager, Telefunken, New York, USA
- **2024–present:** Managing Director, JJAM Marketing Services Ltd, Lisbon, Portugal

Other Skills

- IT skills – advanced. Course in web design 2014.
- Full driving licence

Languages

- German (fluent)
- Portuguese (basic) certificate 2023
- I hope to start Spanish classes next January.

Hobbies and Interests

- Music – I play the flute and the violin.

c Match the sentence halves.

1 Thanks for inviting me yesterday. I really enjoyed c
2 She got the job because she'd prepared ____
3 Have a great time, you two! I'm sure you'll enjoy ____
4 My new printer is much better than my old one. It even switches ____
5 We really wanted to watch the sunrise, so we kept ____
6 He fell down the stairs, but luckily he didn't hurt ____
7 They've been saving to buy ____

a himself badly.
b ourselves awake by listening to music.
~~c myself at the concert.~~
d itself off when it isn't being used.
e yourselves at the party.
f themselves a house since they got married.
g herself well for the interview.

2 PRONUNCIATION sentence stress

a 4.2 Listen and complete the sentences.

1 She can sing ____ very well ____.
2 I've ____ been ____ to ____.
3 Can you ____ the ____?
4 You ____ be ____ to ____.
5 He ____ been ____ to ____ to ____.
6 We ____ the ____.

b Listen again and repeat the sentences. Copy the rhythm.

3 VOCABULARY *-ed* / *-ing* adjectives

a Complete the sentences with the correct adjective in **bold**.

1 **amazed / amazing**
Venice is an amazing ____ city. You really must go there one day.

2 **embarrassed / embarrassing**
I felt very ____ when I realized my mistake.

3 **frightened / frightening**
He's ____ of dogs. He can't go anywhe near them.

4 **excited / exciting**
The final half of the match was really ____.

5 **bored / boring**
I enjoyed the book, but the film was a bit ____.

6 **depressed / depressing**
I'm fed up with this terrible weather – it's so ____.

7 **disappointed / disappointing**
Max was very ____ when he wasn't chosen for the job.

8 **tired / tiring**
Everyone was ____ after the walk, so nobody felt like going out in the evening.

9 **frustrated / frustrating**
I got very ____ when I couldn't log onto my bank's website.

b Complete the sentences with the *-ed* or *-ing* form of the verbs from the list.

amaze bore depress disappoint embarrass excite ~~frighten~~ frustrate tire

1 My brother can't swim. He's frightened ________ of the water.
2 Looking after small children can be very ________. They have a lot of energy.
3 I was very ________ when my phone rang in the meeting. I could feel my face going red.
4 His exam results were very ________. He failed every subject.
5 I'm really ________ about going to Italy. It will be my first time abroad!
6 This programme is really ________. Can we watch something more interesting?
7 I always feel ________ at the end of a holiday. Sometimes I'm unhappy for days!
8 She tried for ages to get back onto the surfboard, but in the end she got ________ and gave up.
9 We took lots of photos because the view was so ________.

c Write true sentences about you using the words in **bold**.

1 **bored**
I sometimes get bored at work.
2 **amazing**
____
3 **exciting**
____
4 **frightened**
____
5 **disappointed**
____
6 **frustrating**
____
7 **embarrassed**
____

3 Exam skills

Reading: Matching statements with reviews

Exam tips: Matching statements with reviews in reading tasks

- Read all the reviews first. Try to understand as much as possible.
- Read the statements. Focus on the meaning of each statement, not the individual words.
- Match the easy statements to the reviews first. Leave the difficult ones until last.
- Check your answers. Make sure that each review matches one of the statements.

a Read the reviews quickly. What theme do they all have in common?

b Look at statement 1 in **c**. Focus on the meaning of the statement, not the individual words. What information do you need to find in the reviews?

c Which review matches statement 1? Why?

1 The main character employs someone to show them the way. ____
2 A young person travels to a different country and gets married there. ____
3 The characters all go on a journey to look for somebody. ____
4 A young person experiences a very dangerous situation in the middle of a journey. ____
5 In this story, bad weather causes a delay in a journey. ____
6 A real person makes a journey after a difficult period in their life. ____
7 In this story, the destination is very different from what the characters expected. ____

d Look at statements 2–7 in **c**. Follow the same steps as above. If you are not sure of an answer, move on to the next statement and go back to the difficult ones later.

e Read the reviews again with the matching statements. Check that you are happy with your answers. Make sure that each review matches one of the statements.

Book reviews

A *The Grapes of Wrath* – John Steinbeck

Like many farmers in Oklahoma, the Joad family are leaving because they can't make a living from their farm. They drive across the USA in their truck to California, where they have heard there is plenty of work. But things are not as they expect when they finally arrive, and they have to learn fast how to stay alive.

B *The Last Runaway* – Tracy Chevalier

Honor Bright leaves England with her sister to find a new life in the United States. She arrives in Ohio alone, where she finds new friends – and enemies – and a husband. When she joins him on his farm, she must make a terrible decision: should she report the people she finds hiding there, or risk everything to help them escape?

C *Journey to the Centre of the Earth* – Jules Verne

Otto Lidenbrock, a scientist, finds a code with directions to the centre of the Earth. He goes to Iceland with his nephew and hires a guide. Together, the three people set off from a volcano along a path that takes them underground. None of them is aware of the dangers they will face or what they will find at the end of their journey.

D *Murder on the Orient Express* – Agatha Christie

Hercule Poirot, a private detective, is in Istanbul when he is called urgently to London. The quickest way for him to get there is on the Orient Express train. However, one of the passengers is murdered during the journey, and Poirot agrees to investigate. When the train gets stuck in snow, he has plenty of time to solve the crime.

E *Life of Pi* – Yann Martel

Piscine Molitor Patel – 'Pi' for short – grew up in his father's zoo in Pondicherry, India (now Puducherry). His father decides to emigrate, so the family boards a ship for Canada with some of their animals. When the ship sinks in the Pacific Ocean, Pi has to work out how to survive in a lifeboat with a tiger called Richard Parker.

F *Eat, Pray, Love* – Elizabeth Gilbert

This is the true story of a trip the author made the year after she got divorced. First, she goes to Italy, where she spends four months enjoying the food and the lifestyle. Then she travels around India for three months. She spends the rest of her trip in Bali, Indonesia, where she falls in love.

G *The Wonderful Wizard of Oz* – L. Frank Baum

During a violent storm, Dorothy Gale is taken to the Land of Oz with her dog, Toto. There, she meets three unusual characters who agree to help her find the Wizard of Oz – the only person who can tell her how to get home. The four of them follow the yellow brick road and have many adventures during their search for the wizard.

4

Exam skills

Speaking: A voicemail message

Exam tips: Leaving a voicemail message

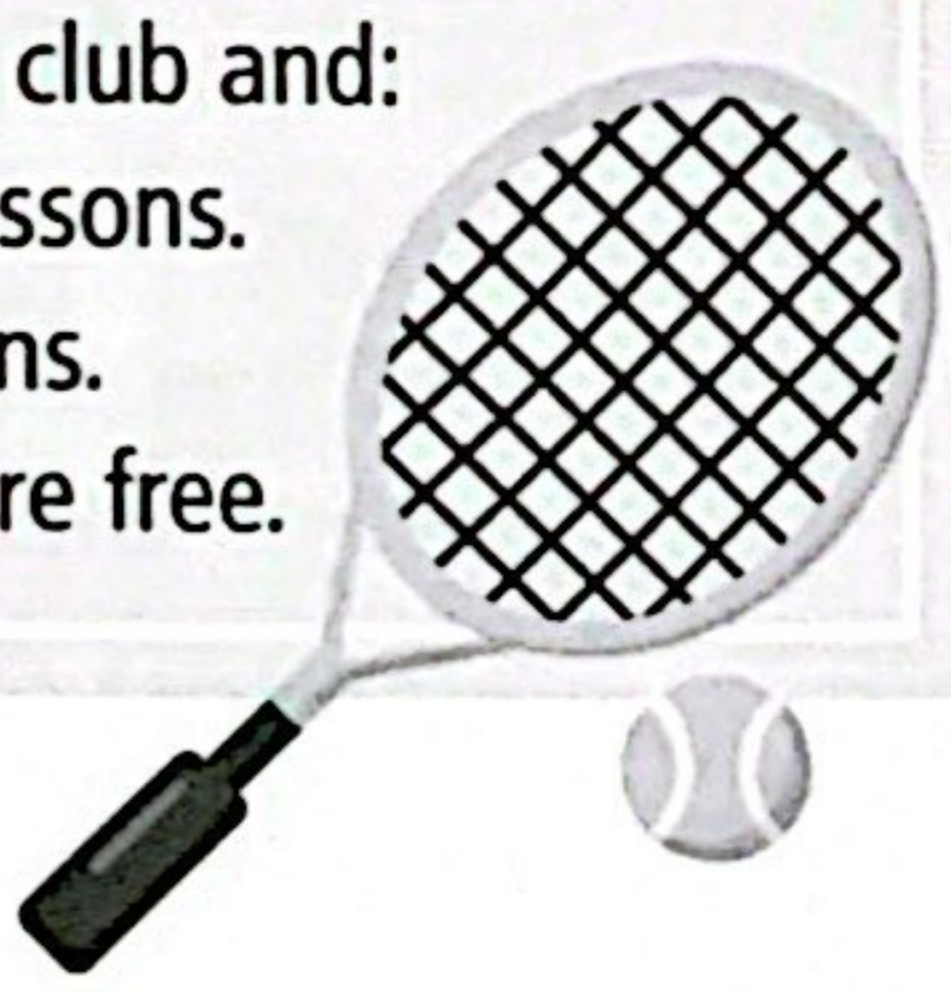
- Read the task carefully. Think about who you are leaving the message for and how you should start and finish it.
- Prepare your message. Think about the information you need to include. Make notes on each of the points in the task.
- Leave your voicemail message in the time given. Make sure you start and finish it appropriately and you speak about all the points in the task.

a **You are going to hear a student do the task below. First, read the task and answer the questions.**

1 Who is the voicemail message for?
2 What information does the student need to give in the message?

You want to start having lessons at a tennis club. You would like some information about the lessons. Leave a voicemail message for the organizer of the tennis club and:

- say why you want to start having lessons.
- ask some questions about the lessons.
- explain which days and times you are free.



b **4.3 Listen to the student doing the task in a. Answer the questions.**

1 Does she mention all three points?
2 How does she start and finish the message?

c **Listen again. What does the student say about the points in the task?**

d **Now look at the task below. Read the task carefully and prepare your message. Use the questions in a to help you. Make sure you include information about all three points in your notes.**

You have seen an advert for a new gym in your area. You are interested in joining the gym. Leave a voicemail message for the manager of the gym and:

- say why you want to join.
- talk about your experience of gyms.
- ask some questions about the gym.

e **Leave your voicemail message. Speak slowly and clearly for about 40 seconds. Make sure you speak about all three points in the task.**

f **Read a different task. This time, you have to respond to a message. Prepare your response for Jared. Use the questions in a to help you. Make sure you include information about all three points in your notes.**

Read the voicemail message from your friend about a bike ride. Then leave a voicemail message for your friend. In your message, you should:

- say how you feel about the situation.
- ask some questions about your friend's party.
- make another suggestion for meeting.

Hi, it's Jared here. You know we planned to go on a bike ride together next Saturday? Well, I have to cancel – sorry. My grandad's having a surprise party and I have to go to it. Really sorry – another time maybe?

g **Now leave your voicemail message. Speak slowly and clearly for about 40 seconds. Make sure you speak about all three points in the task.**

5A Good sports

G past tenses: sim
continuous, perf

V sport

P /ɔː/ and /ɜː/

Why do you think he lost the match? *Because he wasn't feeling very well.*

1 VOCABULARY sport

a In teams, race to answer all the questions. Shout when you cross the finish line!

In which sport...?

1 can you do the *butterfly*

2 is there a shot called a *slam dunk*

3 is the person who throws the ball called the *pitcher*

4 are there two teams of 15 people and a ball that isn't round

5 do you hit the ball over a net on a table

6 do players walk about 8 km during a game, and never run

7 are there two teams of six, who play on ice

8 are there four main tournaments: in Melbourne, Paris, London, and New York

9 can you do different activities, e.g. running, high jump, javelin, etc.

10 have Brazil won more World Cups than any other country

b 5.1 Listen and check. Who got the most questions correct?

c **V** **Vocabulary Bank** Sport *p.243*

d **Video** Watch the video. Answer the question for each group of clips.

Where are they? *a tennis...*

2 PRONUNCIATION /ɔː/ and /ɜː/

a Write the words from the list in the correct column. Be careful with *or* (there are two possible pronunciations).

ball caught circuit course court draw fought hurt
score serve shirt sport warm up work out world wor

b **Video** Watch and check. Then watch again and repeat the sounds and words.

c 5.7 Listen and write six sentences. Practise saying them

3 SPEAKING

In pairs, interview your partner about sport using the questionnaire. Ask for more information.

Do you like sport?

Yes

- What sport(s) do you do?
- How often do you do them?
- Have you ever won a cup, medal, or trophy?
- Have you ever been injured doing sport?
- Do you prefer doing sport or watching sport?
- How many hours do you spend a week watching sport on TV, or following it online?
- Do you go to watch a local sports team?
- What's the most exciting sports event you have been to?

No

- What sports do / did yo have to do at school?
- Do / Did you enjoy them
- Do you do any kind of exercise?
- Do you think you're fit?
- Would you like to get fitter?
- Do your family and friends like sport?
- Are there any sports you don't mind watching on TV?
- What sport(s) do you hate watching on TV?
- Have you ever found a sporting event exciting?

Do you think that there are good sports facilities in your town?

Do you think physical education should be optional or compulsory at school?

Do you think there is too much (or not enough) sport on TV?

4 READING

a Do you do any of these things when you want to have good luck or avoid bad luck?

- wear lucky clothes
- carry a lucky charm
- do things in a special order
- make a lucky sign, e.g. cross your fingers
- touch something

b Read the article about superstitions in sport. What's the answer to the question in the title? What superstitions do the photos show?

c **Exam** Match paragraphs 1–4 to topics A–D.

A ☐ the physical effects of superstitions
B ☐ examples of sporting superstitions
C ☐ the disadvantages of superstitions
D ☐ the psychological effects of superstitions

d Read the article again. With a partner, explain why the following examples are mentioned.

Paragraph 1:
socks, a pair of white shoes, and a clock
Paragraph 2:
lucky golf balls and lucky charms
Paragraph 3:
adrenaline and other chemicals, Nadal's water bottle habit
Paragraph 4:
two players with the same superstition

e Do you know of any other sports players who are superstitious? What do they do? Do you have any superstitions, e.g. when you are playing or watching sport, or when you do an exam, or when you travel?

Do 'lucky socks' really work?

① Sport has always been full of superstitions, even for the best athletes in the world. Serena Williams didn't change her lucky socks between matches, while international cricketer Virat Kohli has to wear white shoes when playing, especially while batting. Basketball player Lebron James has a special handshake for each of his teammates, and he has to go through them before every game in order to feel at peace with himself. Tennis star Rafael Nadal was famous for lining up his water bottles in exactly the same way on the court, while footballer Leah Williamson won't look at the clock during a football match because every time she does, the other team score. And perhaps most unusually, snowboarder Eva Samkova draws a lucky moustache on her upper lip before a competition.

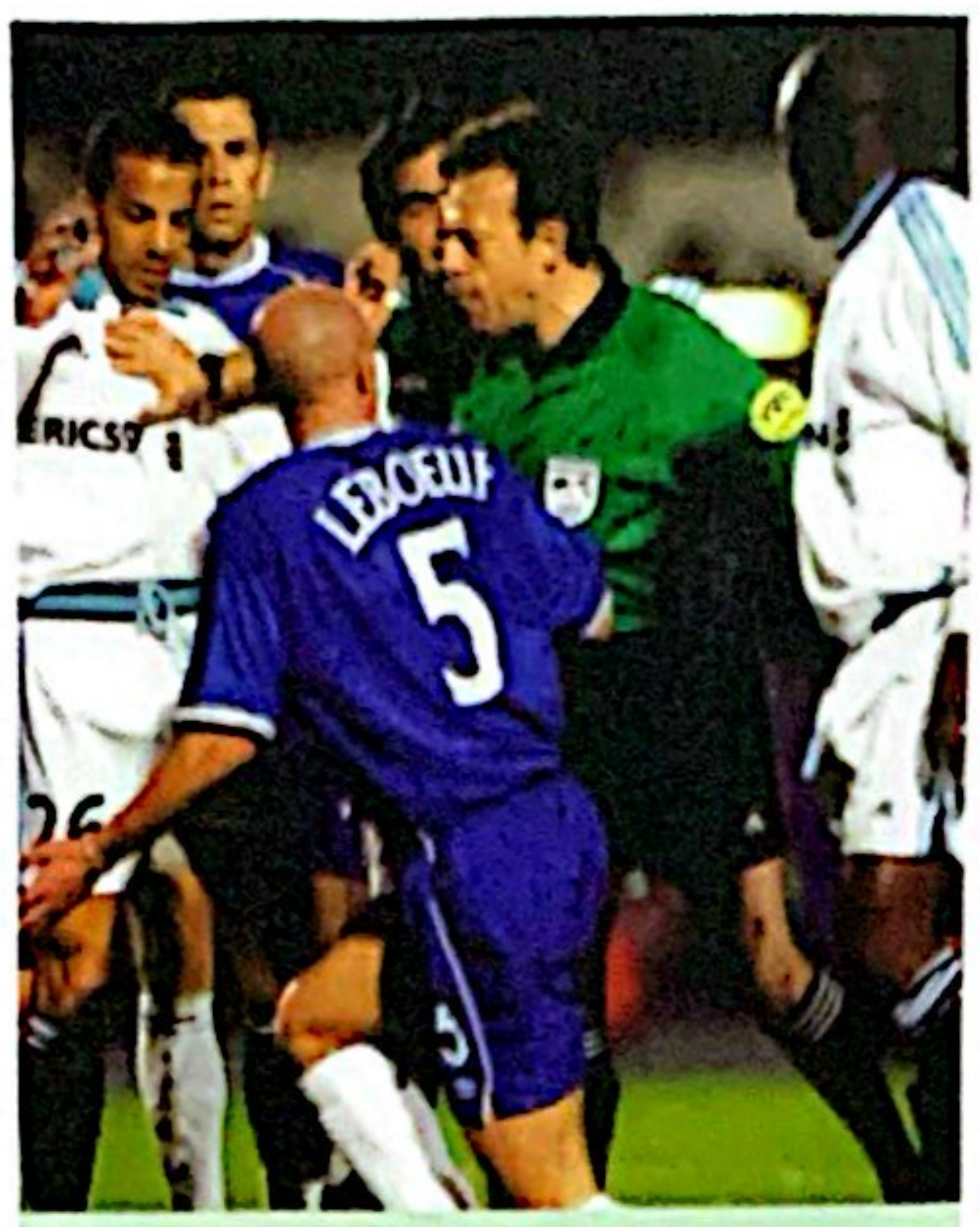
② Do actions like this have any real effect on sports results? According to a study at the University of Cologne, it seems that they can increase confidence and a sense of control, which might help athletes. The study showed that people who were given a golf ball that they were told was 'lucky' played better than those who used a 'normal' ball. And it isn't just sports. In another experiment, people who were allowed to carry their lucky charm performed better at memory tests than people without one. The researchers concluded that superstitions make people feel more confident, which makes them perform better.

③ Superstitions may also have a positive physical effect. Dan Abrahams, a sports psychologist, says that sporting rituals can cause the release of adrenaline and other chemicals which help the athlete to focus better. In fact, Nadal said that his water bottle habit is not superstition at all. 'It's a way of placing myself in a match, ordering my surroundings to match the order in my head,' he wrote in his autobiography.

④ Most psychologists, however, say that superstitions can be bad as well as good. Abrahams tells the story of a professional football club where two players had the same superstition – they both had to be the last person to leave the changing room before the game. They couldn't agree how to solve the problem, and it had a really negative effect on them and on the team. And what happens if you sit down to take an exam and realize you've forgotten your lucky pen?

5 LISTENING

a Do you think being a football referee is a difficult job? Why (not)?



Juan Antonio Fernández Marín refereed 200 league and 50 international matches.

b 5.8 **Exam** You're going to listen to an interview with an ex-Champions League football referee from Spain. Listen to Part 1 and choose a, b, or c.

1 Why did he want to become a referee?
  a His father was a referee.
  b He liked sport, but wasn't good at it.
  c He always liked the idea.
2 What was the most exciting match he ever refereed?
  a His first professional match
  b He can't choose just one.
  c Real Madrid against Barcelona
3 The worst experience he ever had as a referee was when ___ attacked him.
  a a player b a woman c a child
4 Why does he think there is more cheating in football today?
  a Because football is big business.
  b Because the referees are worse.
  c Because footballers are better at cheating.
5 How does he say footballers often cheat?
  a They fall over when no one has touched them.
  b They accept money to lose matches.
  c They touch the ball with their hands.

c Read sentences 1–6. With a partner, predict what the referee is going to say.

1 The most difficult thing for him about being a referee is to make the ___________ ___________ during a match.
2 One of the reasons it's difficult is because football today is very ___________.
3 Making correct decisions often depends on the referee's interpretation of the ___________.
4 He thinks that players who cheat are the ___________.
5 A study that was done on Leo Messi shows that he could run exceptionally fast ___________ ___________ ___________.
6 He thinks Messi isn't a ___________ ___________ footballer.

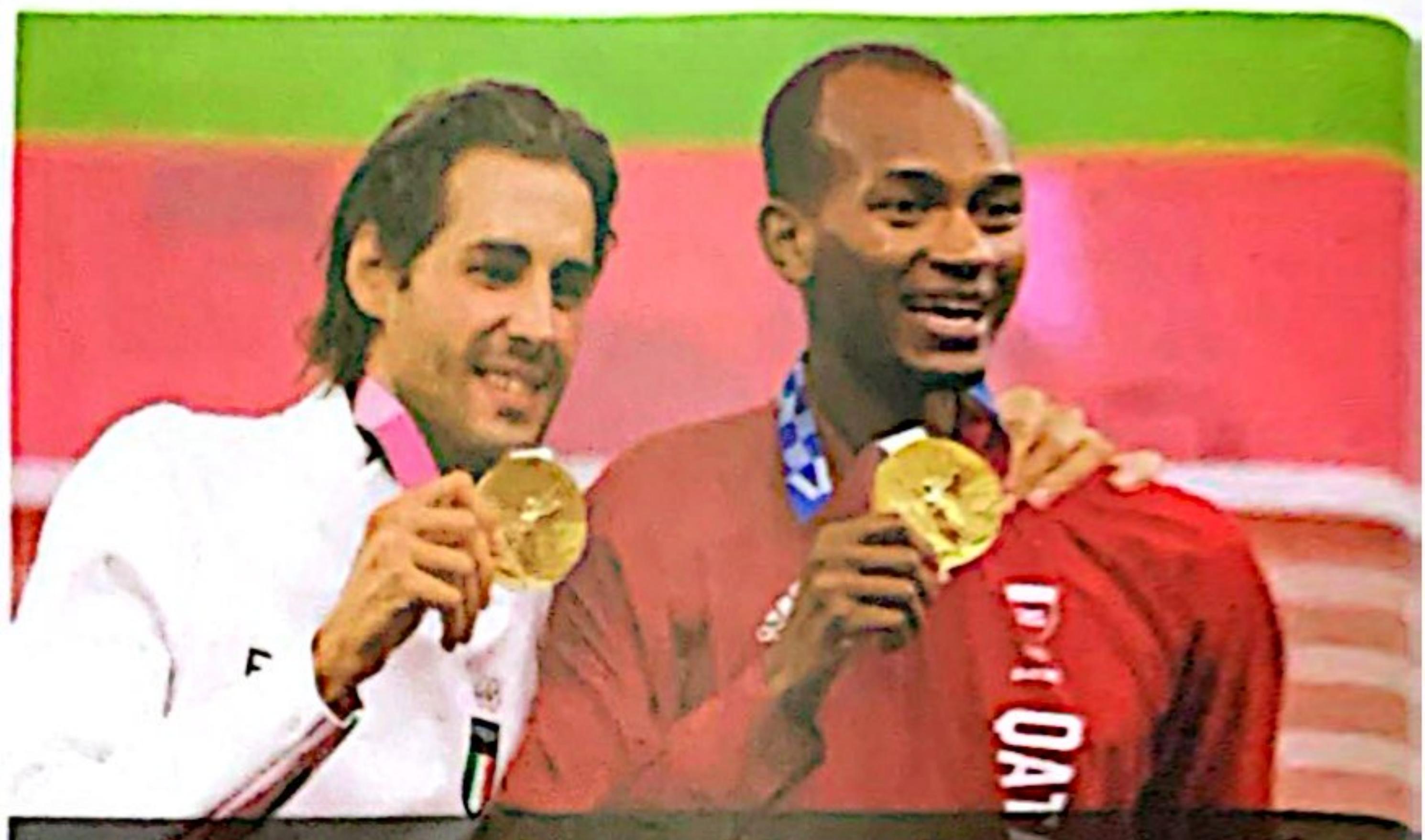
d 5.9 Listen to Part 2 and check your answers.

e Ask and answer the questions in small groups.

1 Do you agree with the referee when he says, 'I think fair play does exist – the players who cheat are the exceptions.'? Is it also true of other sports?
2 Are there any sportspeople in your country who are well known for cheating? What kind of things do they do?
3 Do you think new technology makes a referee's job easier or more difficult? Why?
4 Would you like to be a sports referee (or umpire)? Why (not)?

6 GRAMMAR past tenses

a Read the article about high jumpers Tamberi and Barshim. Why did some people say it was the best moment of the Tokyo Olympics?



Tamberi and Barshim share gold

Best friends Gianmarco Tamberi of Italy and Mutaz Barshim of Qatar were competing in the men's high jump competition. Winning gold at Tokyo 2020 was a dream for both of them. In the years leading up to these Olympics, the men had supported each other. In 2016, Tamberi had suffered a broken ankle and couldn't compete at the Rio Games. Barshim had won a silver medal in Rio, but he had also had injury problems. Now, after a tough few hours' competing, the two men had jumped 2.37 metres. They were tied in first place. Then officials raised the bar to the Olympic-record height of 2.39 metres. Tamberi and Barshim both tried three times to jump it, and both failed three times.

At this point, the two athletes were given the option of a jump-off. Barshim had a better idea. He suggested two gold medals. The official said that was possible. Barshim nodded and Tamberi instantly accepted. Tamberi added, 'Neither of us wanted to take this immense joy away from the other, we didn't even need to discuss it. We both knew we wanted to share this gold.' It was a display of good sporting behaviour that delighted Olympics spectators around the world, with some describing it as the best moment of the Games.

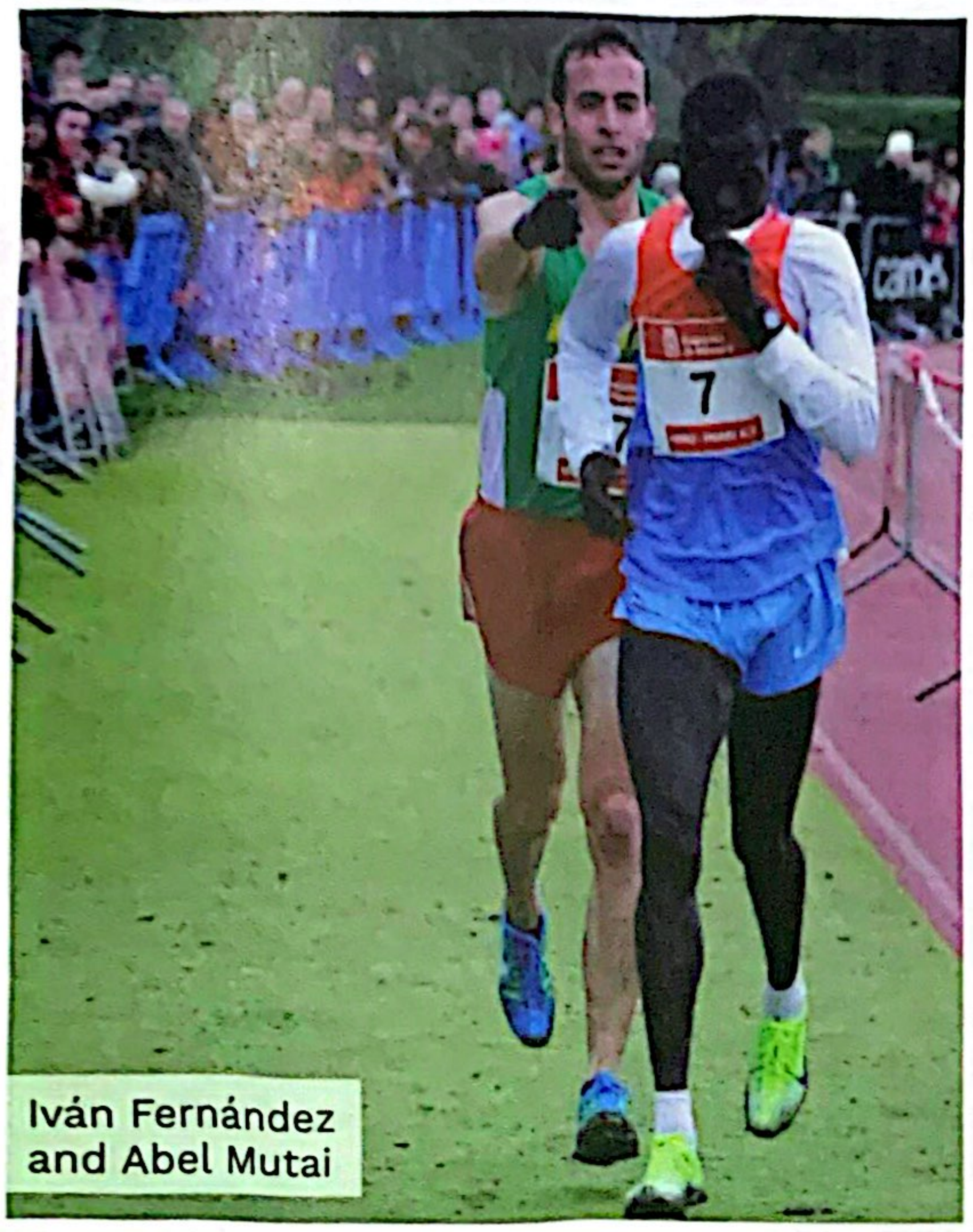
Glossary

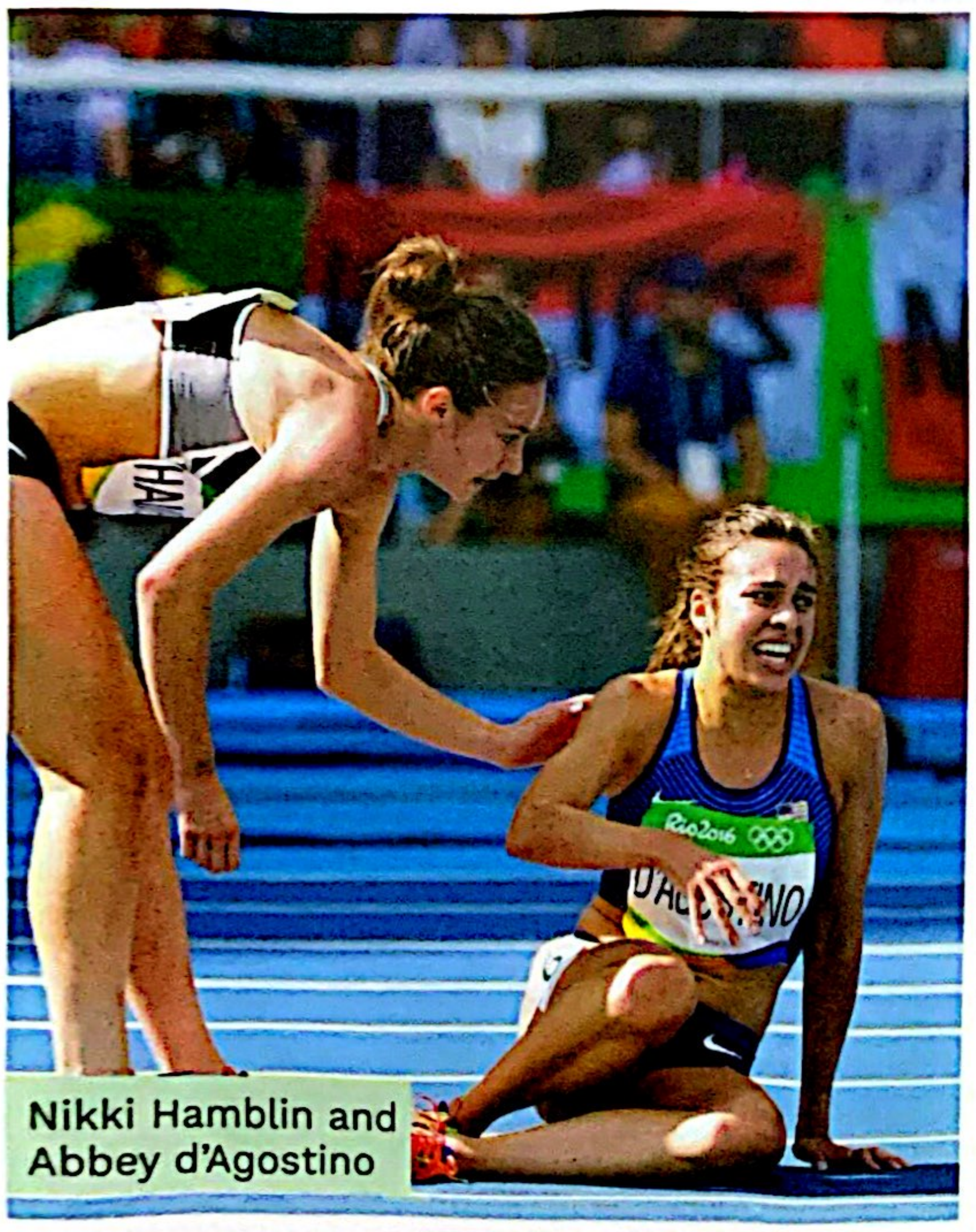
be tied	have the same score
jump-off	an extra part of a jumping competition in which players who have the same score jump again to decide the winner

b The article tells the story of what happened. Most of the verbs are past simple, but there is one example of the past continuous, and five of the past perfect. Can you find them? Why are they used?

c **G** **Grammar Bank** 5A *p.226*

d Look at two photos of sports stories that are examples of 'fair play'. What do you think is happening?


Iván Fernández and Abel Mutai


Nikki Hamblin and Abbey d'Agostino

e **Communication** Fair play **A** *p.187* **B** *p.192* Find out what happened and practise telling the stories.

Mediation You are doing a project in your English class about sport and fair play. Work in pairs to decide together which of the three stories you've read is the most heart-warming and why.

7 SPEAKING

a **5.14** Listen to someone telling an anecdote about an exciting sports event they went to. Answer the questions.

1 What sport was it?
2 Who were favourites to win?
3 Who won in the end?

b **5.15** Listen to some extracts from **a**. Complete the gaps in the information box.

Telling an anecdote

Starting an anecdote

I'm going to tell you about ^{1}__________ __________ when...
This happened a few / ^{2}__________ years ago...
When I was younger,...

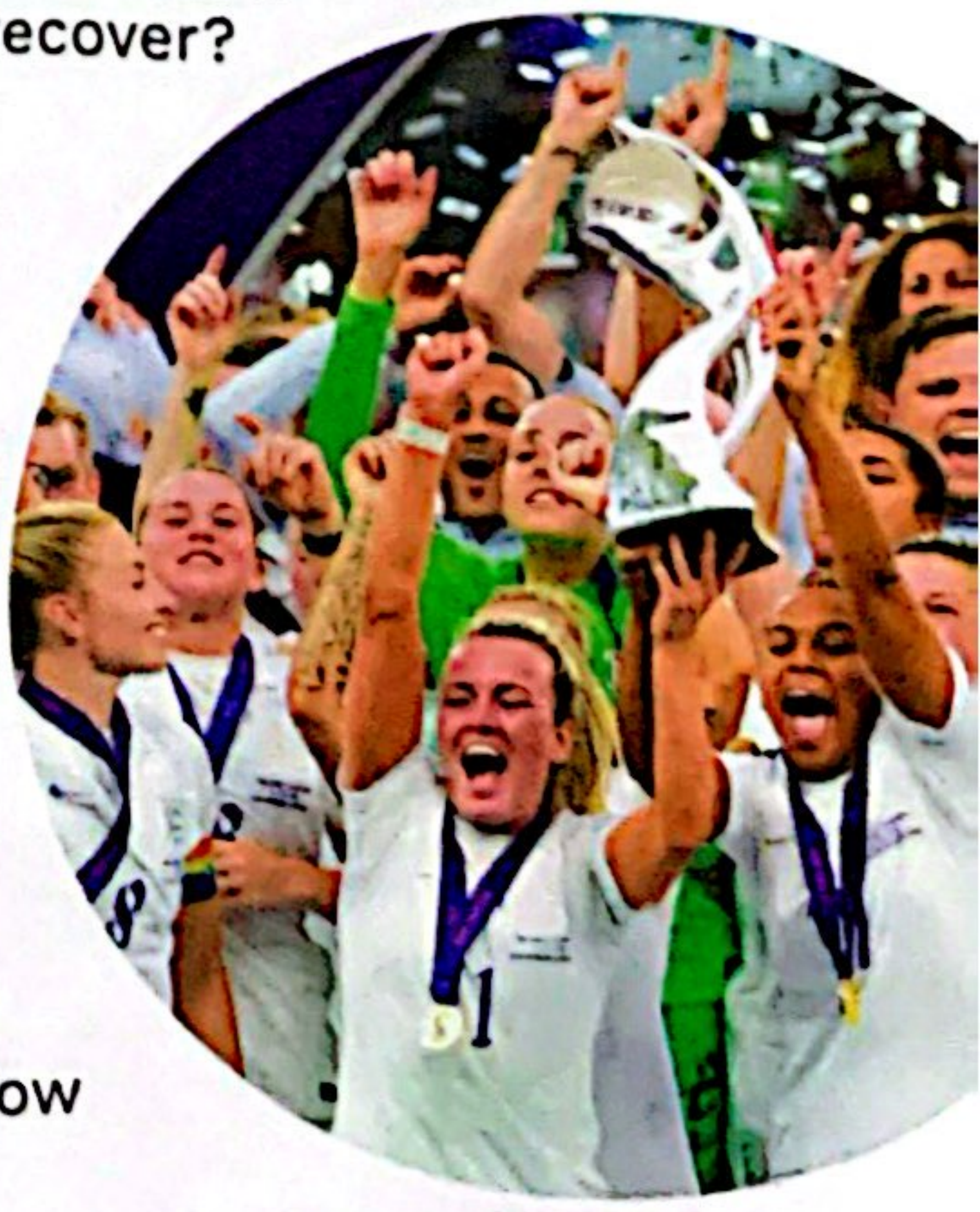
Listening to an anecdote

^{3}__________!
Really?
That sounds ^{4}__________ / terrible / awful.
What happened ^{5}__________ / after that / in the end?
How ^{6}__________!

c You're going to tell two anecdotes. Choose two of the topics below and plan what you are going to say. Ask your teacher for any words you need.

Talk about...

- **a really exciting sports event you saw**
  When and where was it? Who was playing? What happened? Why was it so exciting?
- **a time you had an accident or got a sports injury**
  When and where did it happen? What were you doing? What part of your body did you hurt? What happened next? How long did it take you to recover?
- **a time you saw or met someone famous**
  When was it? Where were you? Who were you with? What was the celebrity doing? Did you speak to him / her? What happened in the end?
- **a time you got lost**
  Where were you going? How were you travelling? Why did you get lost? What happened in the end?
- **a time you missed or nearly missed something important (e.g. a flight, an exam, a date, etc.)**
  What did you miss or nearly miss? Why? How did you feel? What happened in the end?



d Work in pairs or small groups. Tell each other your two stories. Give as much detail as you can. Use the language from the information box.

8 WRITING telling a story

Writing Bank 5 *p.202* Write a story about a journey where you had a problem.

5B Best Friends Forever

G past and present habits and states
V relationships
P the letter s, *used t*

How did you meet your partner?

We used to work for the same company.

1 READING & SPEAKING

a How do you think people usually meet friends and partners nowadays? Number the phrases 1–6 (1 = the most popular). Then compare with a partner. Do you agree?

A ☐ at school, university, or work
B ☐ through social media or on a dating app / website
C ☐ in a bar, club, etc.
D ☐ through a friend
E ☐ through a hobby or sport
F ☐ on holiday or travelling

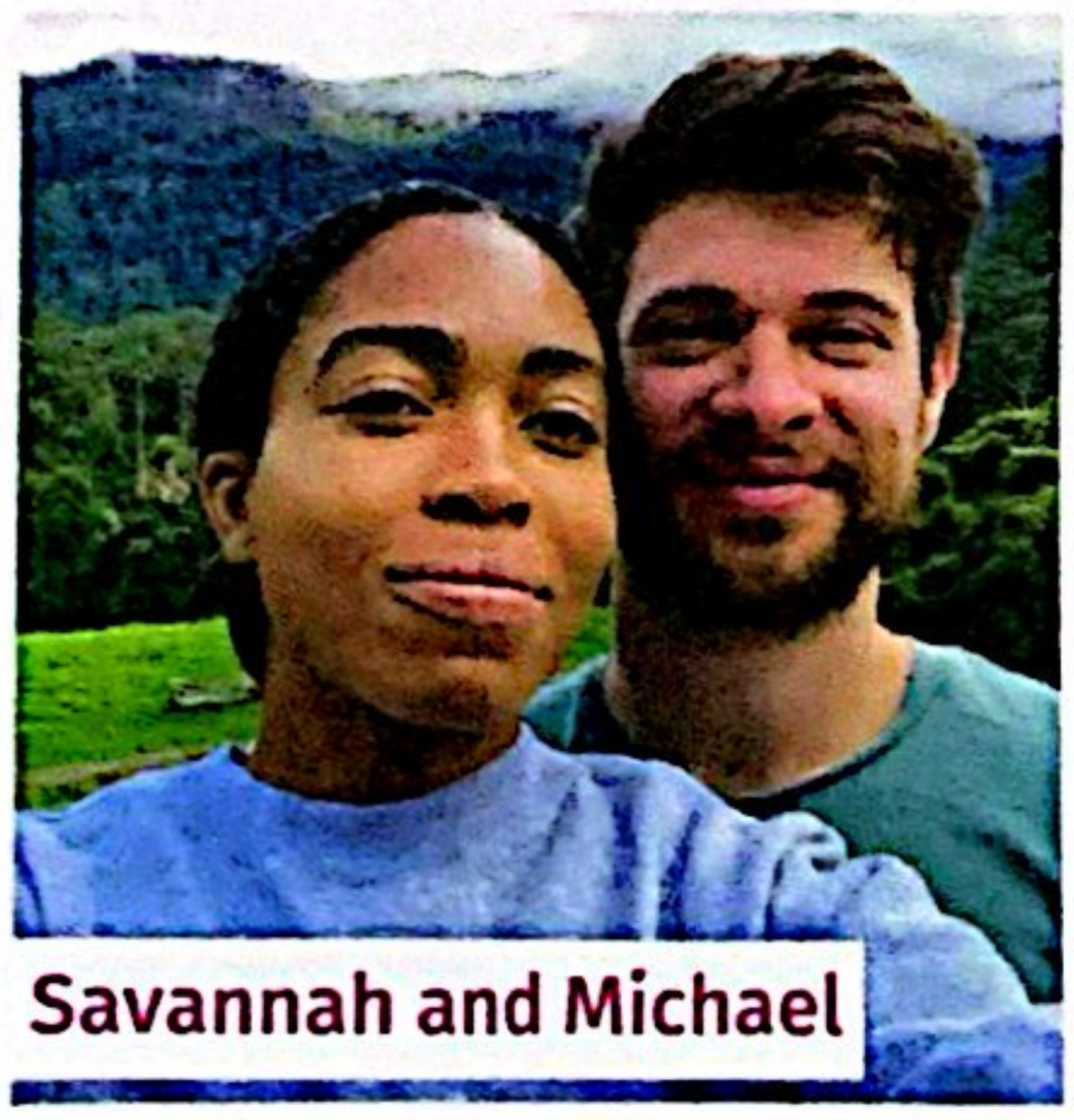
b You're going to read about three couples who were in a newspaper feature called *How we met*, and who all had to overcome problems to be together. Read Emily and Cyril's story and answer the questions.

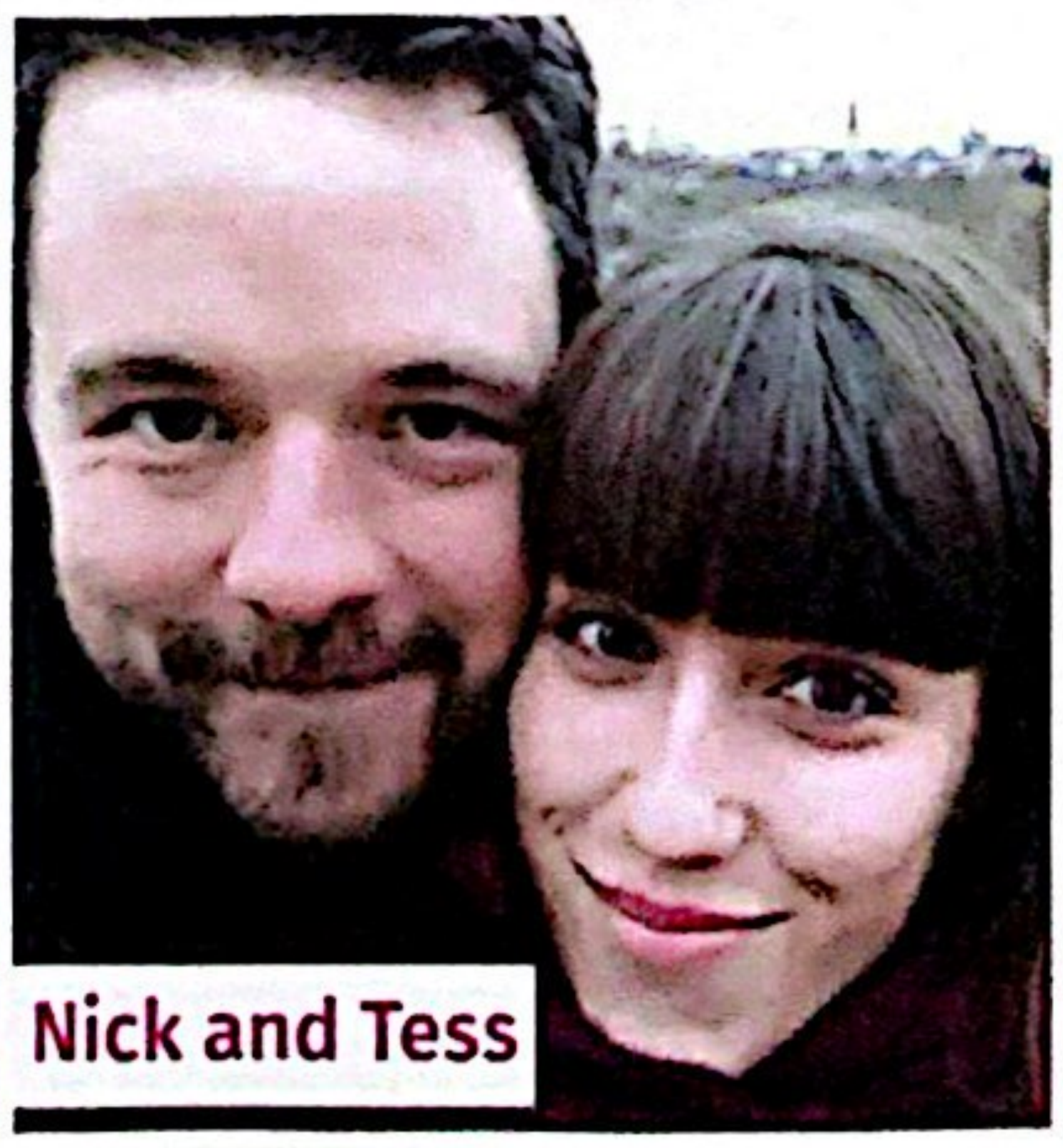
1 How did they meet?
2 How did their relationship develop?
3 What happened in the end?
4 What makes their relationship work?

c **Exam** Read the story again. Complete gaps 1–6 with phrases A–F.

A were from very different backgrounds
B didn't want to keep it a secret
C fell in love
D asked the waiter to place the ring in her dessert
E shared their first kiss
F made them stronger as a couple

d **Communication** How we met **A** *p.187* **B** *p.192* Find out about the other two couples. Which of the three couples do you think overcame the most problems? Why?


Savannah and Michael


Nick and Tess

e Think of a couple you know well, e.g. your parents or friends. How did they meet? Do you know any couples who met in unusual circumstances?

How we met

Emily and Cyril

Emily is a music lover, and when she was at high school she sang in the school choir. She was very excited to be going with them on a trip to San Francisco. On the journey back, she saw a young man sitting on the coach alone and decided to join him. She knew Cyril from the choir, but they had never really spoken to each other. They spent the nine-hour return trip talking about music. 'It feels like that's where we ^{1}___,' she says.

Emily really liked Cyril and she knew there was a spark between them, but she didn't think there could be a future. They ^{2}___. His family were in favour of arranged marriages and dating wasn't culturally acceptable. However, she and Cyril began spending more time together. They were both performing in the school play and used to rehearse every afternoon. That was where they ^{3}___. A few weeks later, Emily asked Cyril to be her boyfriend. For him it was a really difficult decision as he was sure his family would be against it.

But Cyril decided he liked Emily too much to say no. For the first month, they only saw each other at school. In the end, Cyril told his family, because he ^{4}___, but it was quite difficult for them to accept the relationship. The couple went to university in different areas of the city, but they used to see each other regularly. Finally, Cyril told his family he was going to propose to Emily, and his family were happy for them. Cyril invited Emily to a nice restaurant and ^{5}___. They got married in September 2019.

'I love that we're best friends,' says Emily. 'We complete each other's sentences and we're on the same wavelength.' As well as their shared passion for music, Cyril enjoys the fact that they both enjoy the same books and restaurants. 'We're both ambitious and passionate,' he says, 'and Emily is always kind and understanding.' Although the cultural differences and family opposition were challenging at first, Emily believes it has ^{6}___. 'We are still learning about each other's cultures,' she says. 'We're proof that it can work really well if you're open-minded and willing to be patient.'

2 GRAMMAR
past and present habits and states

a 🔊 **5.16** Listen to John talking about how he met his partner. Where did they meet? Was it a romantic meeting?

b **Exam** Listen again. Write **T** (true) or **F** (false) for each sentence. Correct the false sentences.

1 John was teaching English in Indonesia.
2 His future wife was a student in his class.
3 She usually arrived for her classes on time.
4 John was carrying a lot of things to class.
5 She made him drop them.
6 She helped him to pick them up.
7 They were friends for a long time before going out together.
8 They've been married for ten years.

c **Look at three extracts from the listening. Answer the questions with a partner.**

I used to be a teacher...

She didn't use to be very punctual...

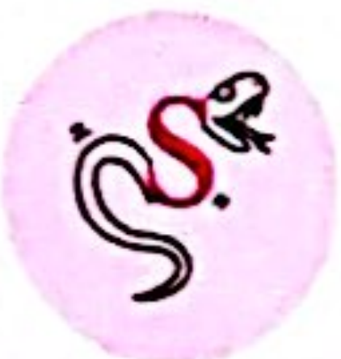
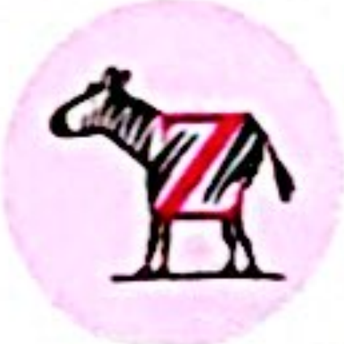
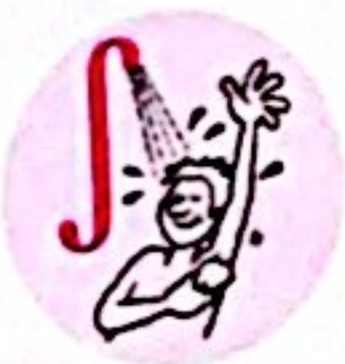
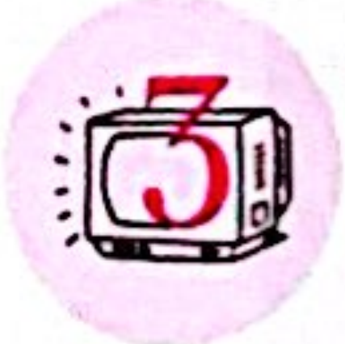
We sometimes used to have tea or a beer together...

1 When do we use *used to*? How do we make questions?
2 Are these things probably true now?

d Ⓖ **Grammar Bank** 5B *p.227*

3 PRONUNCIATION & SPEAKING
the letter *s*, *used to*

a ▶ **Video** Watch and repeat the sounds and words.

summer	busy	sure	decision

b 🔊 **5.18** **Write the words in the correct columns according to how *s* (or *se*) is pronounced. Then listen and check.**

friends holidays lose music occasion parents
practise singer sport sugar supermarket
unusual use (verb) used to usually

c Answer with a partner.

1 How is *s* usually pronounced at the beginning of a word? What are the two exceptions?
2 What two ways can *s* be pronounced at the end of a word?
3 How is *s* pronounced in vowel + *-sion*?

used to

Remember that *used to* and (*didn't*) *use to* are normally linked, and are both pronounced /ˈjuːstə/.

d 🔊 **5.19** **Listen and write five sentences. Then practise saying them.**

e **In pairs, tell each other about TWO of the following. Give as much information as you can.**

Past and present habits

When you were young,...

- what did you use to have for breakfast? What do you usually have now?
- what music did you use to listen to a lot? What do you usually listen to nowadays?
- what books or comics did you use to read? What do you usually read now?
- where did you use to spend your summer holidays? What do you usually do now in the summer?

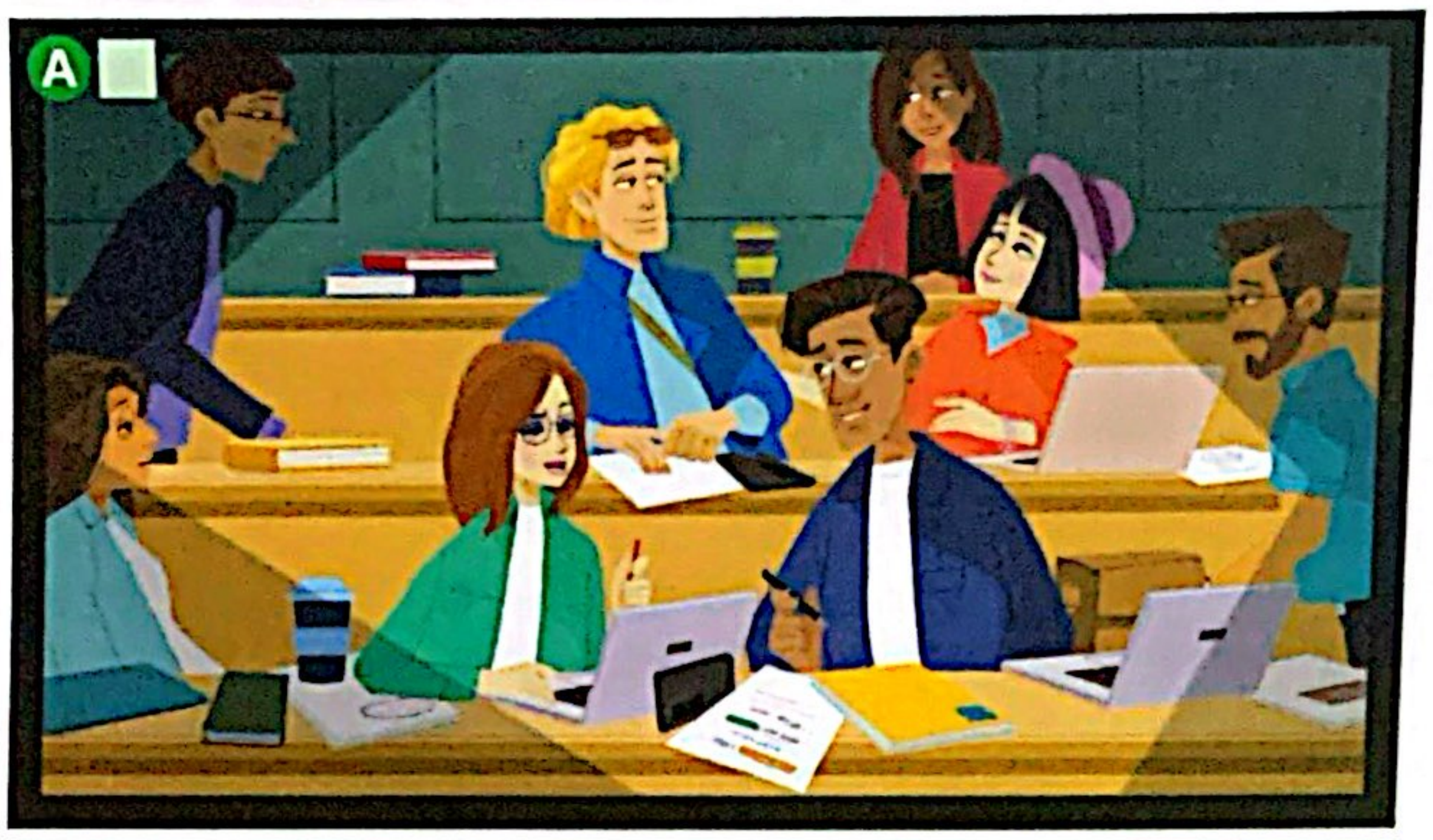
Is there...

- a friend you used to be really close to, but don't see any more?
- a TV series you used to be addicted to? What kind of programmes do you usually watch now?
- a machine or device you used to use a lot, but don't use any more? What apps or devices do you usually use now to communicate?
- a sport or game you used to play a lot, but which you've given up? What exercise do you do nowadays?

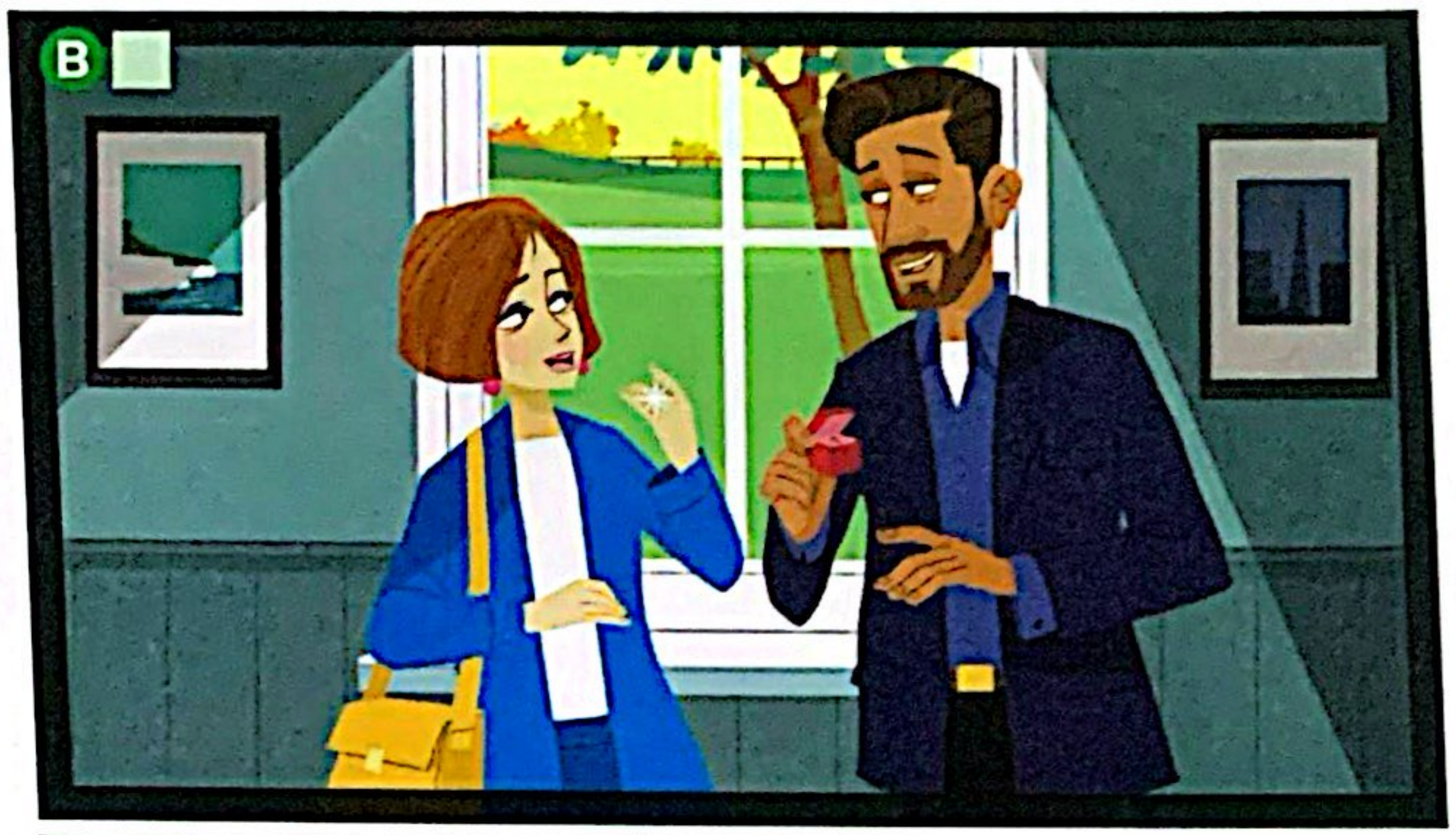
4 VOCABULARY relationships

a Look at four pictures which show different stages in a relationship. Put them in the order you think they happened.

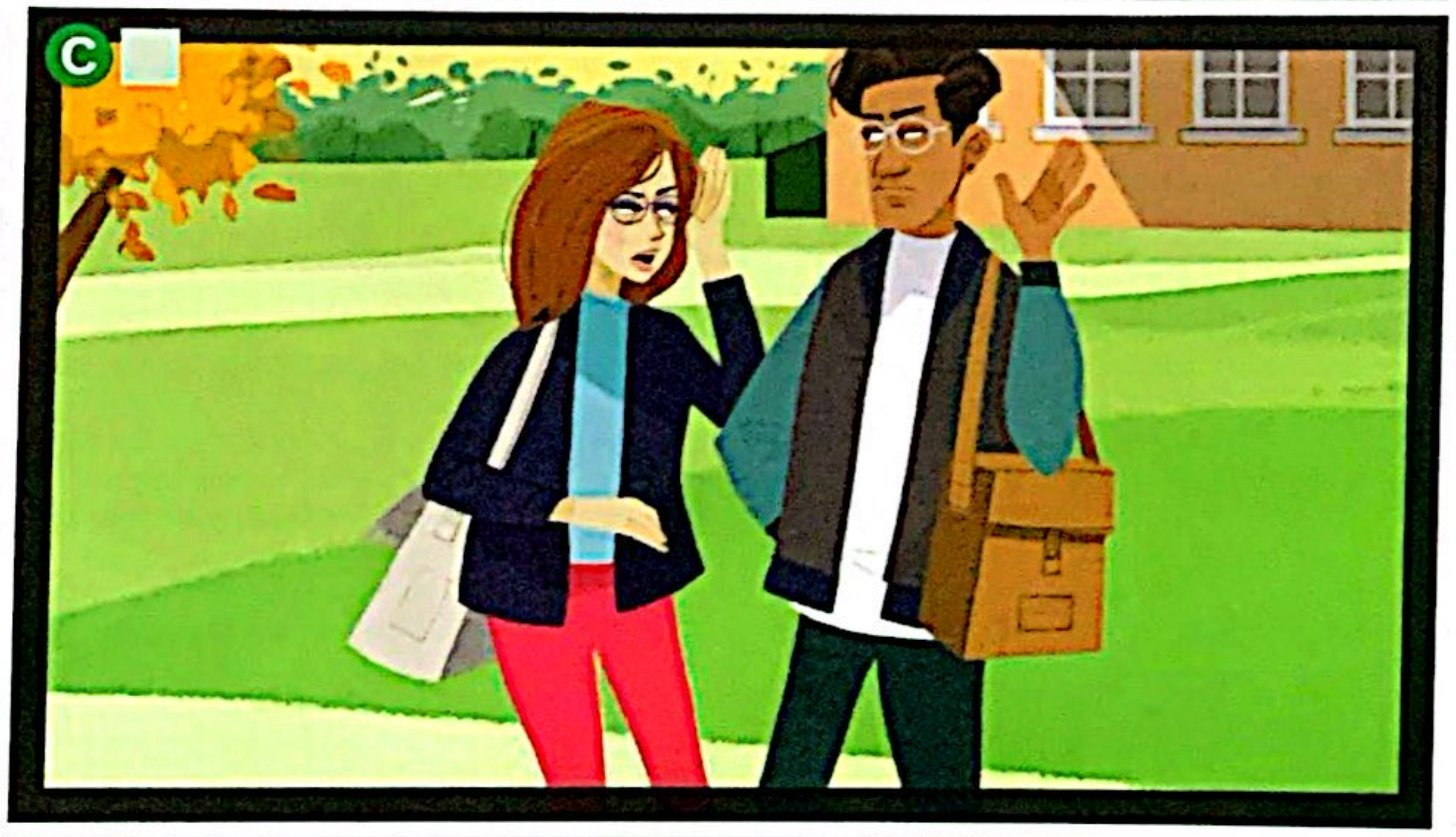
A ☐



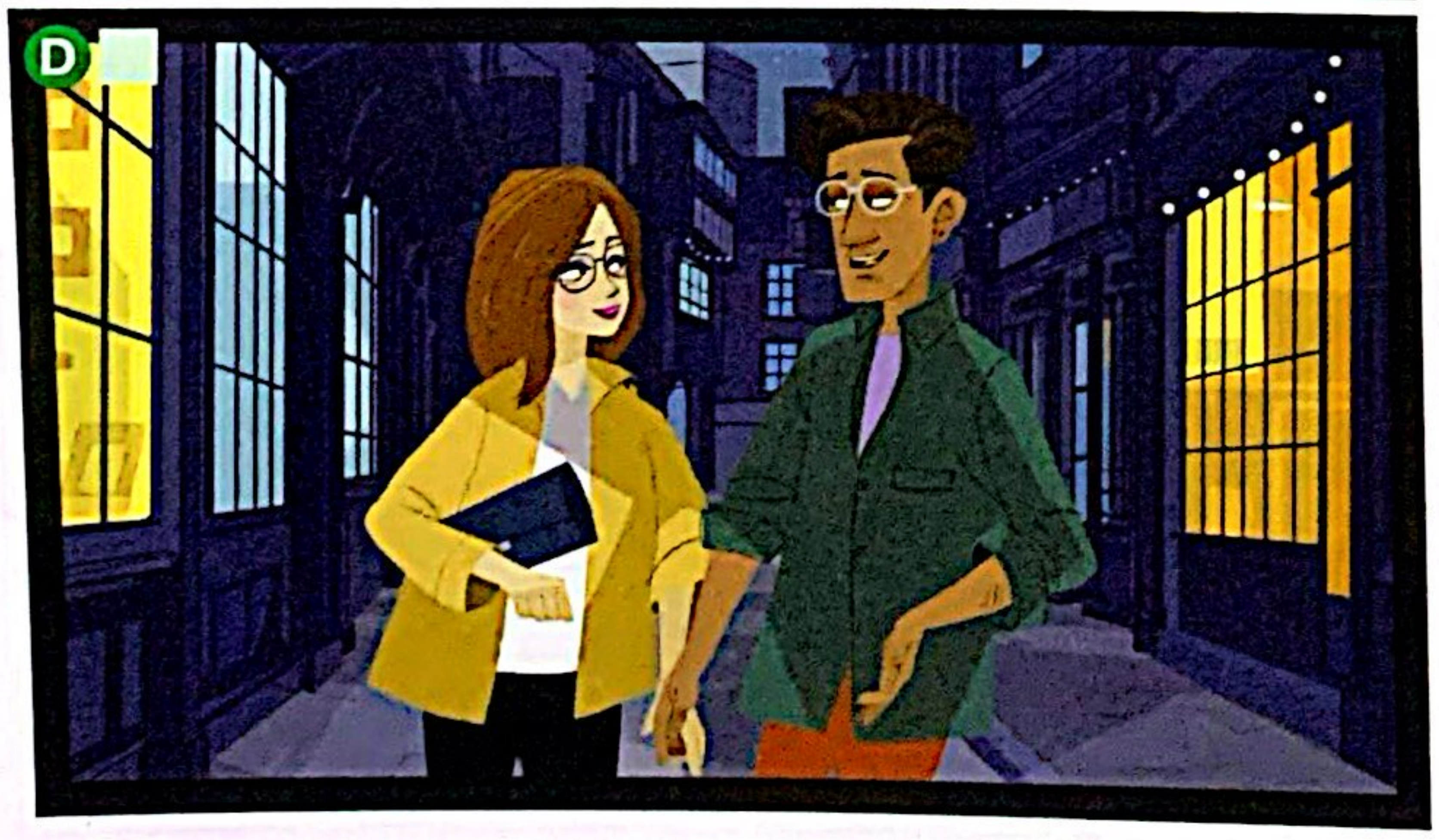
B ☐



C ☐



D ☐

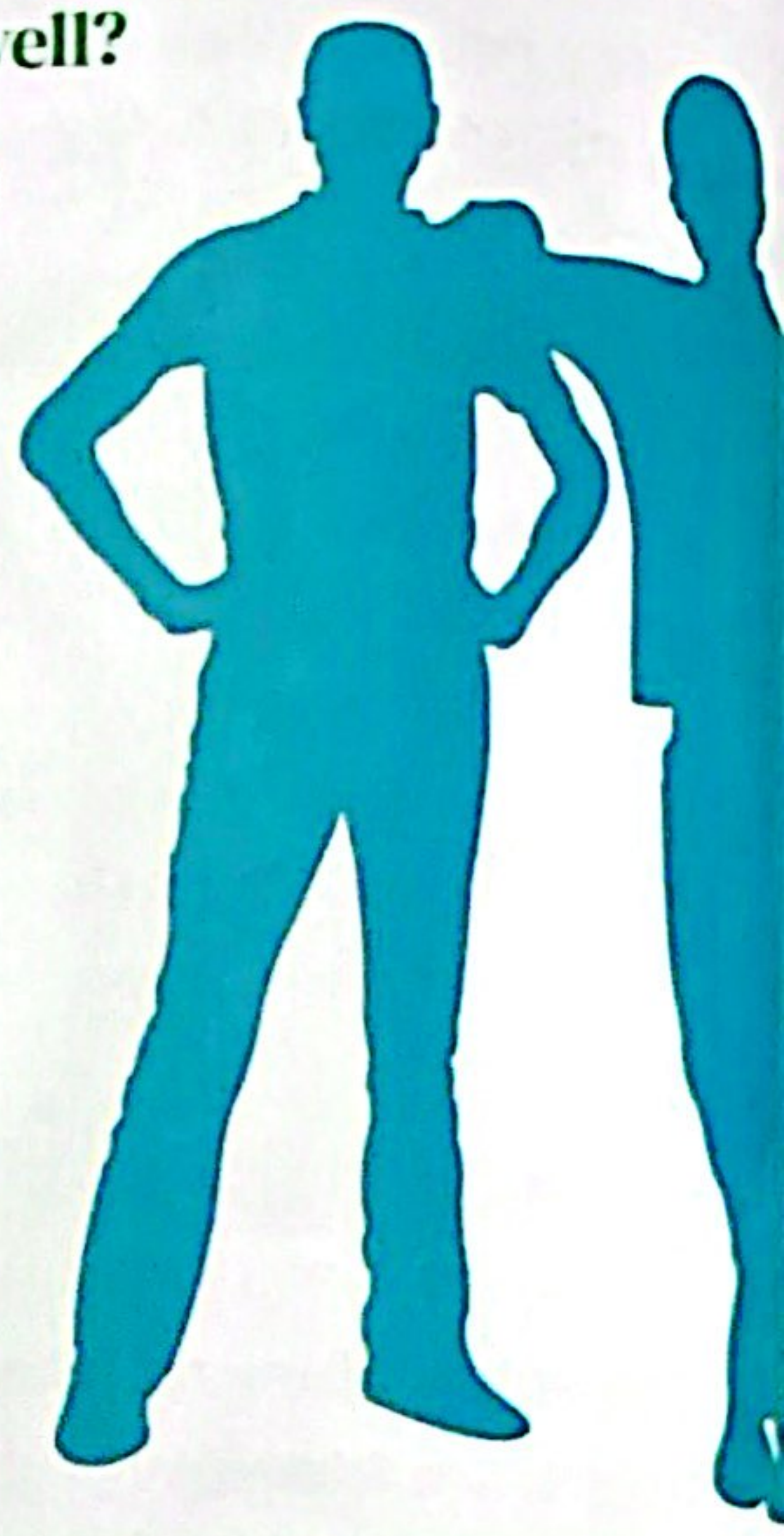


b **Video** Watch and check. Do you think it's a typical relationship story? Do you know any couples with a story like this?

c **V** **Vocabulary Bank** Relationships *p.244*

d Think of one of your close friends. Ask and answe the questions with a partner.

- How long have you known them?
- Where did you meet?
- Why do you get on well?
- What do you have in common?
- Do you ever argue? What about?
- How often do you see each other?
- How do you keep in touch?
- Have you ever lost touch? Why? When?
- Do you think you'll stay friends?



e What four letters can you put after these 'people' words to form an abstract noun?

friend leader member partner relation

f Complete the sentences with an abstract noun from **e**.

1 My sister and I have a very good __________. We get on really well.
2 My gym __________ expires at the end of the month. I'll need to renew it.
3 One of the qualities a boss needs the most is good __________ skills.
4 Marriage should be an equal __________.
5 Elena Ferrante's *My Brilliant Friend* is about the __________ between two young girls, Lila and Elena.

5 LISTENING

a You're going to listen to part of a radio programme where the presenters are talking about friendship. In pairs, guess the missing words in the five facts.

Surprising facts about friendship

1 __________ have friends, too!

2 We have more real friends thanks to __________ __________.

3 Having friends at work makes you more __________.

4 __________ can make you lose two friends.

5 Friendship is good for your __________.

b 5.21 Listen to the programme and check.

c Listen again and complete the chart.

Fact 1 some examples	
Fact 2 the reason	
Fact 3 the reason, and the exception	
Fact 4 the reason	
Fact 5 the reason, and a statistic	

d From your experience, do you think these facts are true?

Mediation An English-speaking friend has a teenage son who is doing a project on Friendship Day for school. They have asked you for help and ideas. Write an email, choosing some information from the notes you made in **c**. Try to use your own words. Write about 150 words.

M Mediation Bank 5 *p.258* Written mediation: Identifying key information

6 SPEAKING

Going on holiday with a friend can end the relationship.

a 5.22 Listen to someone presenting an opinion. How many reasons does she give? Do you agree with her?

b 5.23 Listen to some extracts from **a**. Complete the gaps in the information box.

Presenting an opinion

1 I'm going to __________ __________...
2 The __________ __________ is that...
3 For __________, I went to Greece...
4 __________, if you have an argument...
5 __________ __________ is that...
6 For __________, I once went to Paris...

c Look at the statements below. Tick (✓) the ones you agree with and cross (✗) the ones you don't agree with. Think about your reasons.

☐ A You can only have two or three close friends.
☐ B You should never unfollow someone you want to stay friends with.
☐ C You should never criticize your friends' partners.
☐ D It's impossible to stay good friends with an ex.
☐ E You can't be real friends with someone who's much older or much younger than you.
☐ F Parents should never try to be friends with their children.

d In small groups, each choose one statement you're going to talk about. Prepare what you're going to say, using the plan below.

Statement:	

Do you (strongly) agree, (strongly) disagree, or both agree and disagree?

Reasons and examples (from your own experience or of people you know):

e Take turns to present your opinion. Use the language from the information box. Listen to the other members of your group and then say if you agree or disagree, and why.

EPISODE
3
PICTURES OF YOU

The day before the show

Practical English permissions and requests

1 SETTING UP BEN'S SHOW

a **Video** Watch *Setting up Ben's show*. In what two ways does Carla help Ben?

b Watch again. Then circle the correct word.

1 Carla *is* / *isn't* angry with Ben for being late.
2 Carla thinks the photo is worth *more* / *less* than £100.
3 Ben *has* / *hasn't* paid for the gallery space yet.
4 Ben hopes the show will help him make *contacts* / *new friends*.
5 Carla thinks that Ben needs to learn to be a good *businessman* / *photographer*.

2 PERMISSIONS AND REQUESTS

a **Video** Watch *Permissions and requests*. Write **C** (Carla), **B** (Ben), or **S** (Sue).

1 asks to move the table ___
2 gives permission to open a window ___
3 agrees to get the camera ___
4 asks someone to get coffee ___

b Look at two extracts from the conversation. Try to remember the missing words. Then wat again and check.

Asking permission

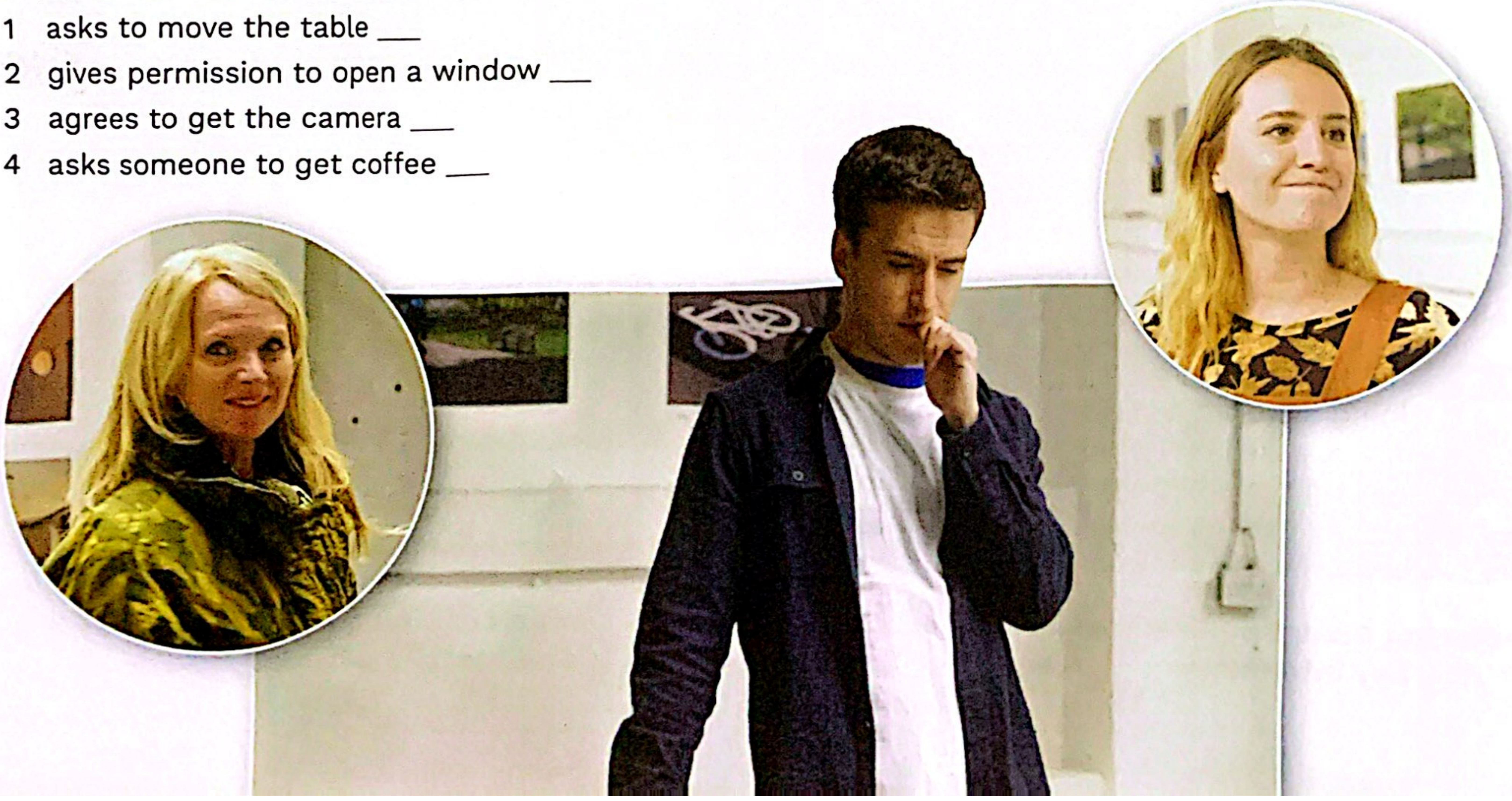
Ben	Hi, Sue! Sorry. Do you ^{1}________ if I open som windows? It's very hot in here.
Sue	Of ^{2}________ not, Ben.
Ben	Thanks. Also, is it ^{3}________ if we move this table over there?
Sue	Yes, ^{4}________ OK.

Making requests

Ben	Could you do me a big ^{5}________?
Carla	Oh no, what have you forgotten?
Ben	I left my camera at home. I really need it. Woul you ^{6}________ going to get it?
Carla	Not at ^{7}________. I'll go and get it right now.
Ben	Oh, thank you. Also… Do you think you ^{8}________ pick up some coffee while you're out?
Carla	I'm on it. Don't worry. But…you owe me one.
Ben	Thank you!

c **Video** Watch and repeat the **highlighted** phrases and sentences in **b**. Copy the rhythm and intonation.

d Practise the extracts in **b** with a partner. Then change roles.



Permissions and requests

A Do / *Would you mind if I* open the window?
B *No, not at all. / No, go ahead.*

A *Is it OK if I* open the window?
B *Yes, that's OK.*

A *Could you* do me a big favour?
B *Sure. / No problem.*

A *Would you mind* doing me a big favour?
B *Not at all.*

e **Communication** Could you do me a favour? *p.196* Practise requests.

3 AN UNEXPECTED VISITOR

a Look at the photos. What do you think is happening?

b **Video** Watch *An unexpected visitor* and check. Then answer the questions.

1 How do you think Carla feels at the end of the scene?
2 How do you think Ben feels?

c Watch again. Who says...? Write **B** (Ben), **C** (Carla), or **I** (Izzy).

1 I'm really proud of you. ___
2 I can take your portrait if you'd like? ___
3 Didn't I lock the door? ___
4 Surely I'm worth more than that? ___
5 Actually, I'd like to talk to you about something. ___
6 Shall we go for a walk? ___
7 I'm going home. ___

d Look at sentences 1–7. Who did the people say them to?

4 SOCIAL ENGLISH

a Match a phrase from **A** to a response in **B**.

A	B
1 Thanks for helping me set up today.	☐ Maybe you could take a new one, especially for me.
2 You think it's worth that?	☐ Well, you can take your pick.
3 Cheers!	☐ Cheers! Thanks for all your help today.
4 I love your photography.	☐ Trust me.
5 You can have any print you want as a thank-you.	☐ My pleasure.

b **Video** Watch and check.

c Practise the phrases and responses in pairs. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about the relationships. How do you think Ben and Carla feel about each other? Do you think Ben and Izzy are going to get back together?

5A Good sports

G past tenses: simple, continuous, perfect
V sport
P /ɔː/ and /ɜː/

1 VOCABULARY sport

a Read the definitions. Then write the words.

1 a large group of people who are watching a sporting event
the crowd__________

2 people who are very enthusiastic about a sport
f__________

3 an official who makes sure that players obey the rules in football, rugby, hockey, etc.
r__________

4 a group of people who play a sport or game together against another group
t__________

5 an official who makes sure that players obey the rules in tennis, etc.
u__________

6 people who play a game or sport
pl__________

7 a large structure, usually in the open air, where people can sit and watch sport
st__________

8 the person who is the leader of a team
c__________

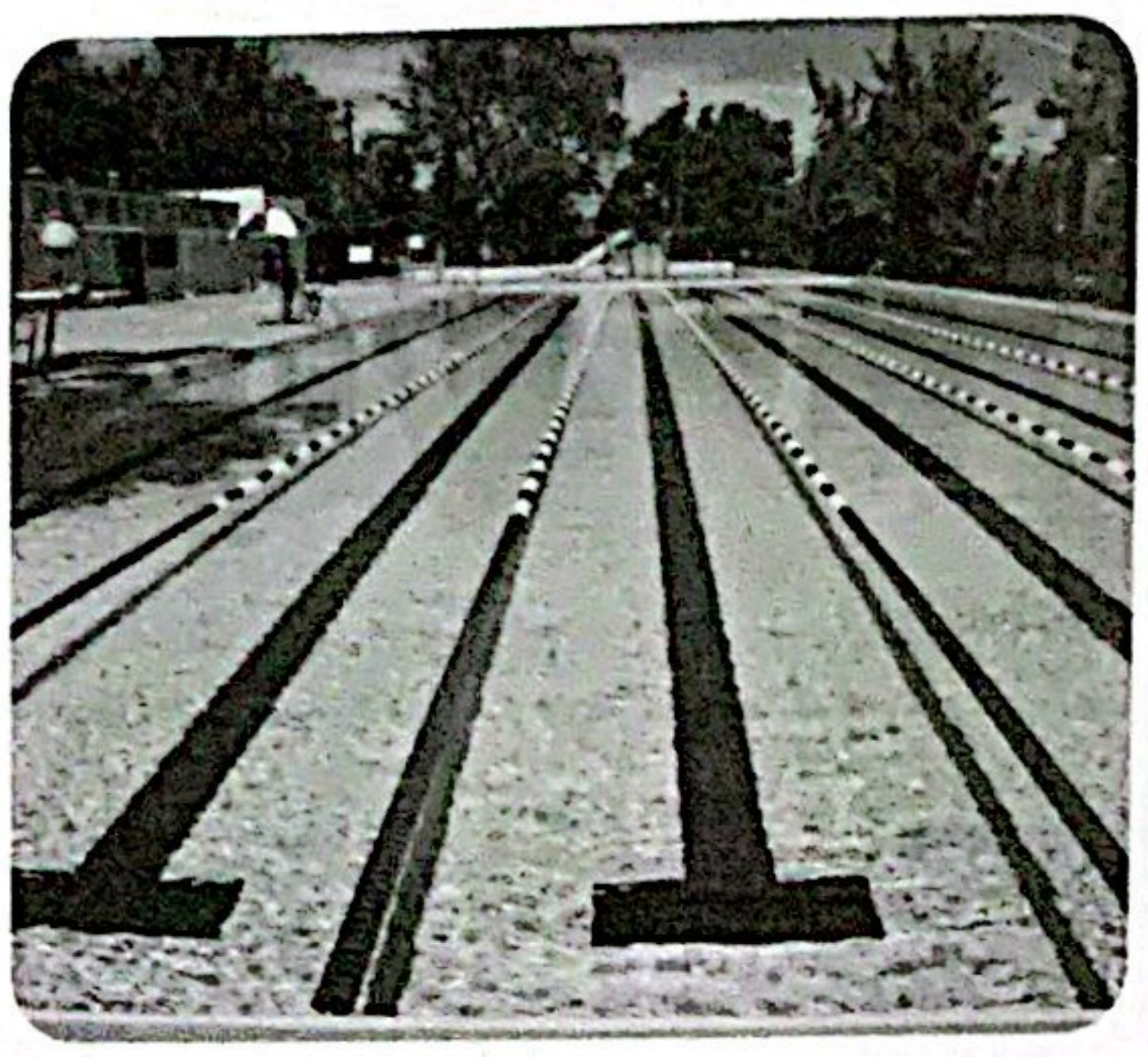
9 a building where, e.g. indoor football is played
sp__________ h__________

10 a person who trains people to compete in certain sports
c__________

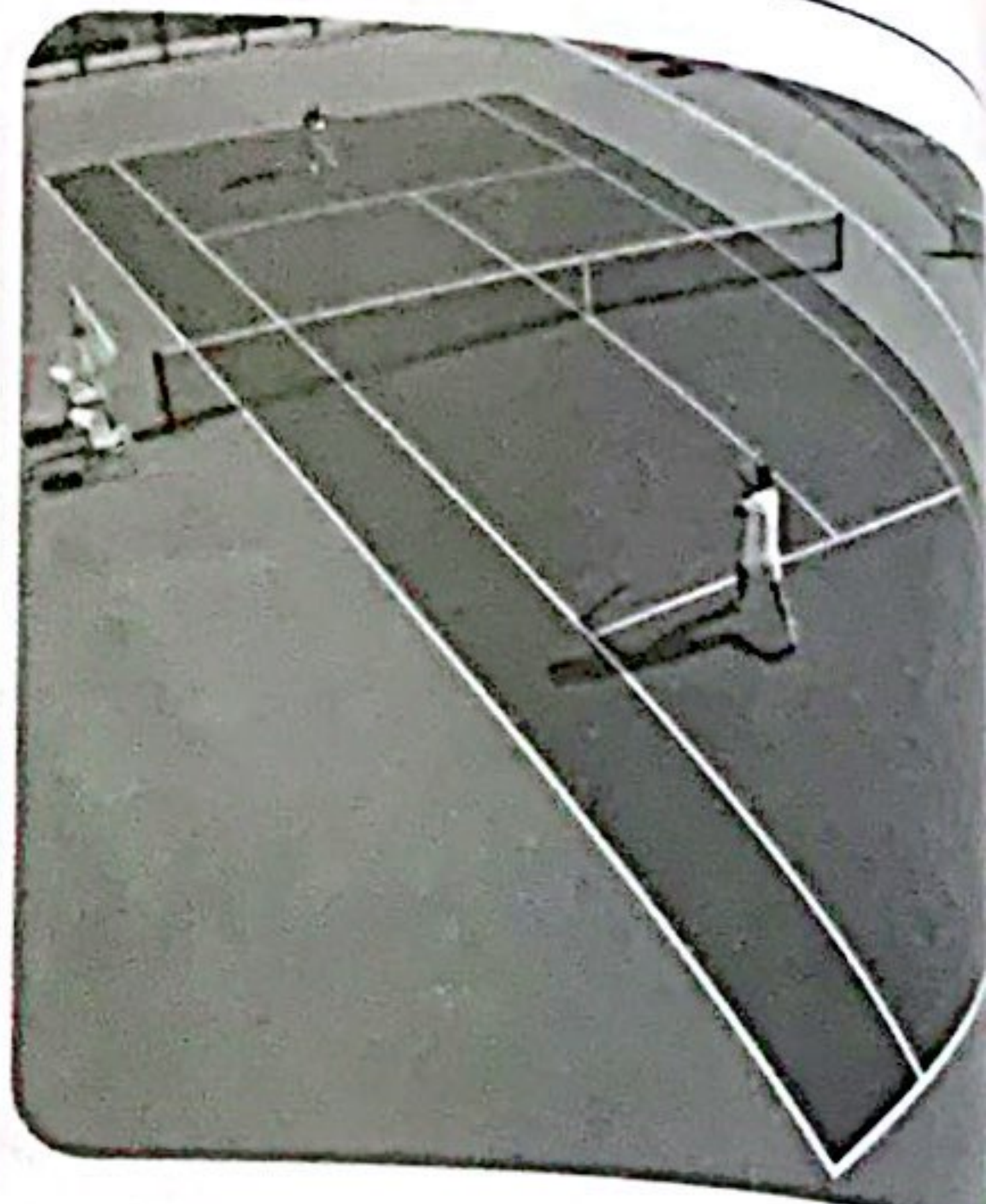
11 people who are watching a sports event
sp__________

b Label the photos with a word from the list.

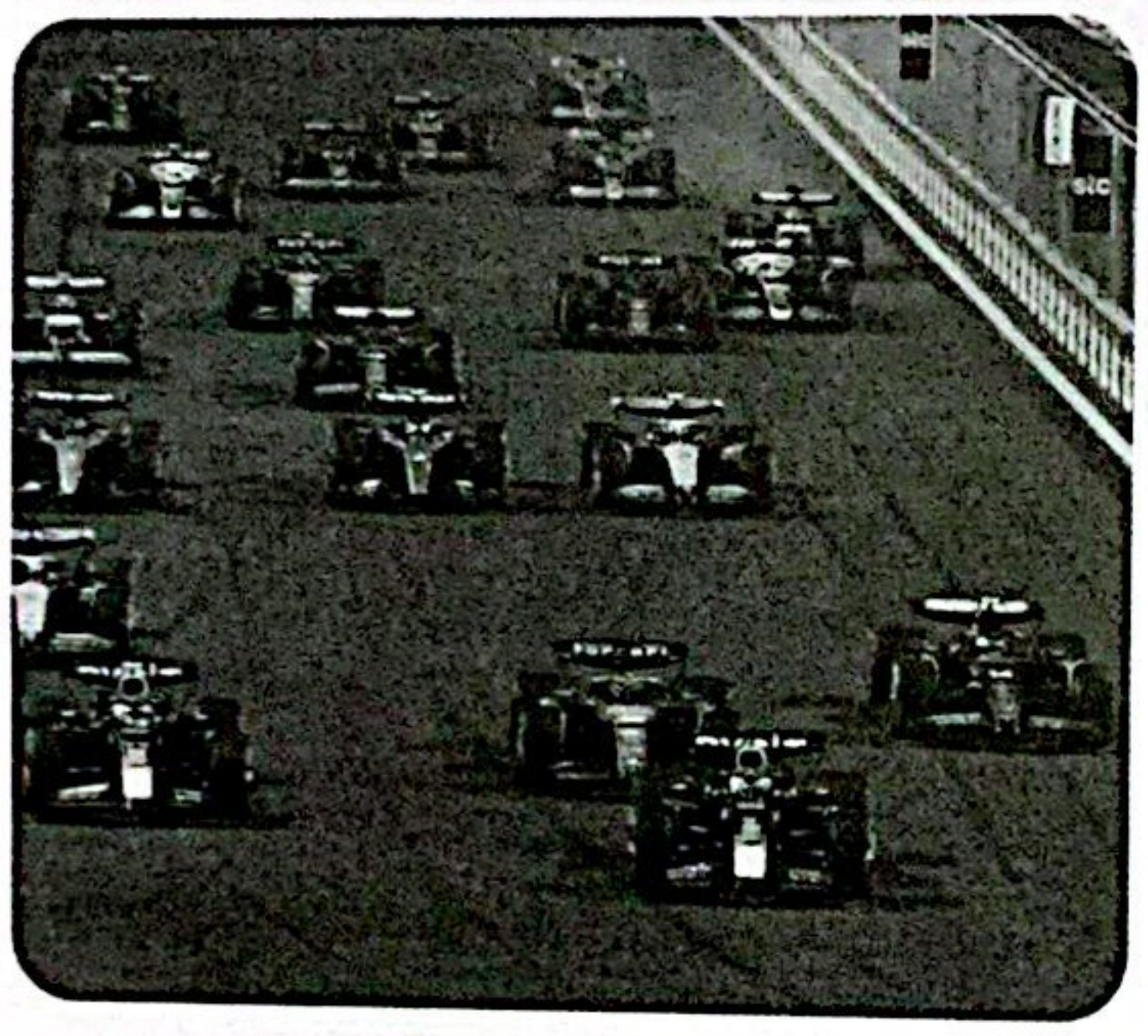
circuit course court pitch ~~pool~~ slope track



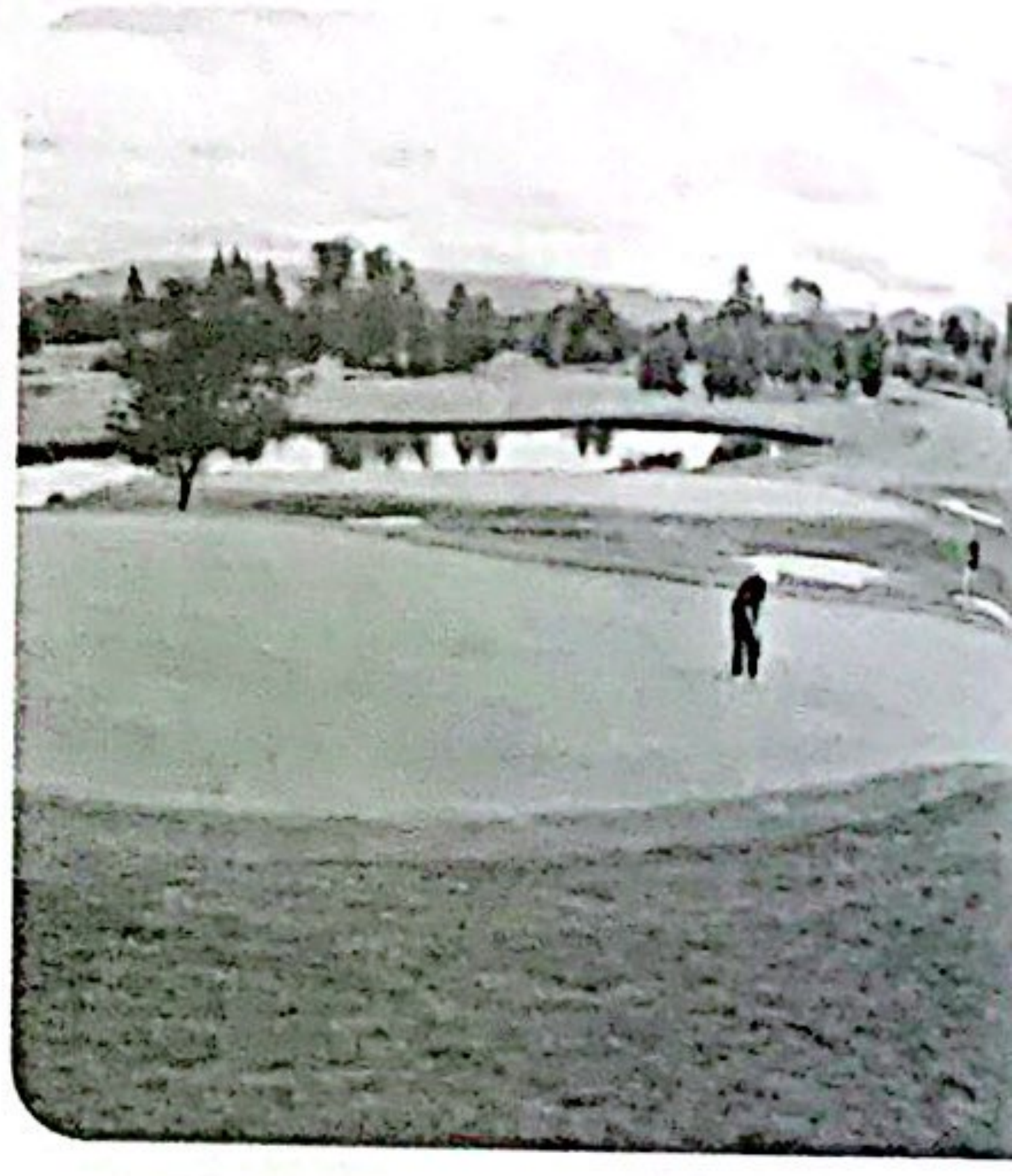
1 swimming pool__________



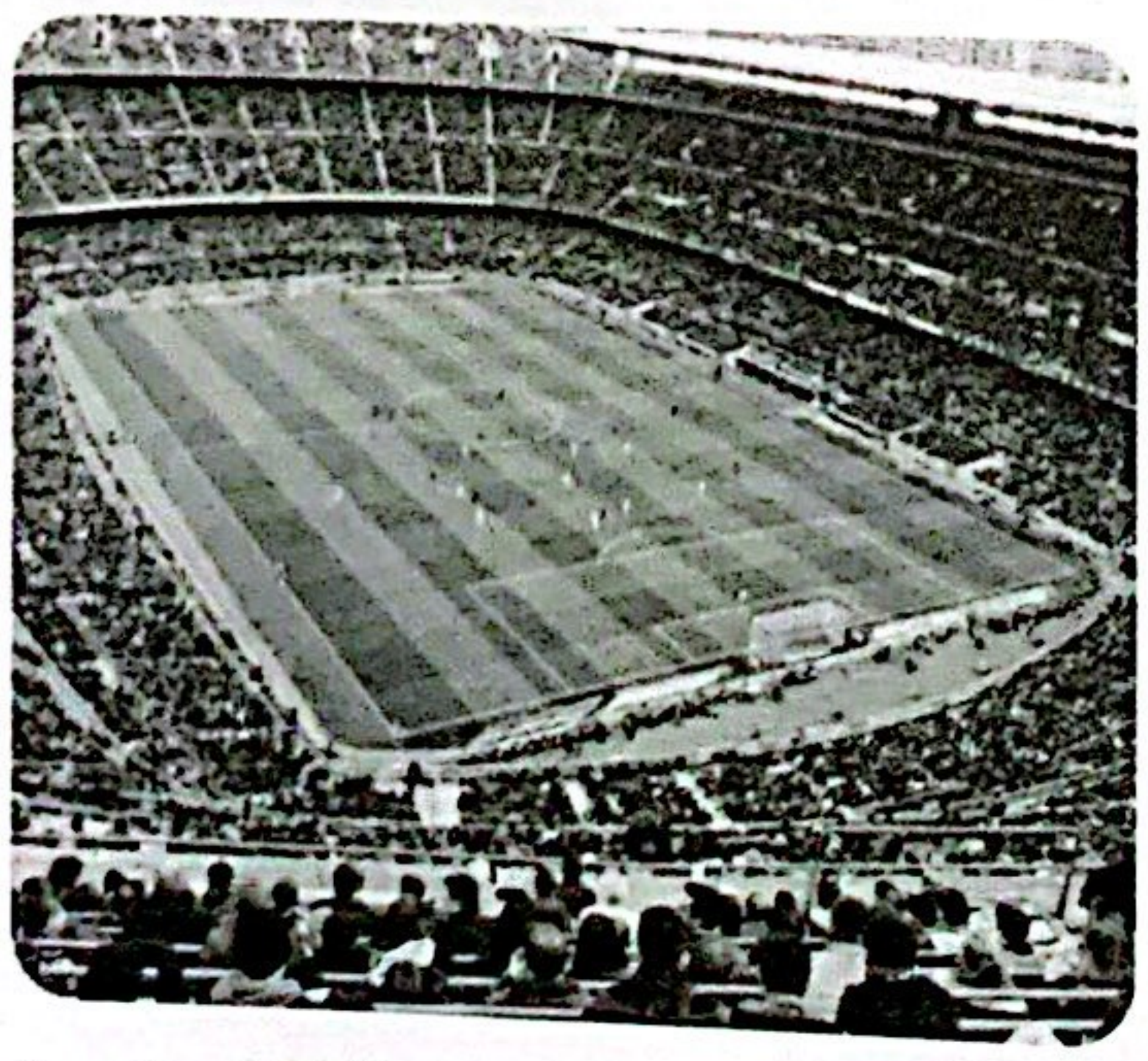
2 tennis __________



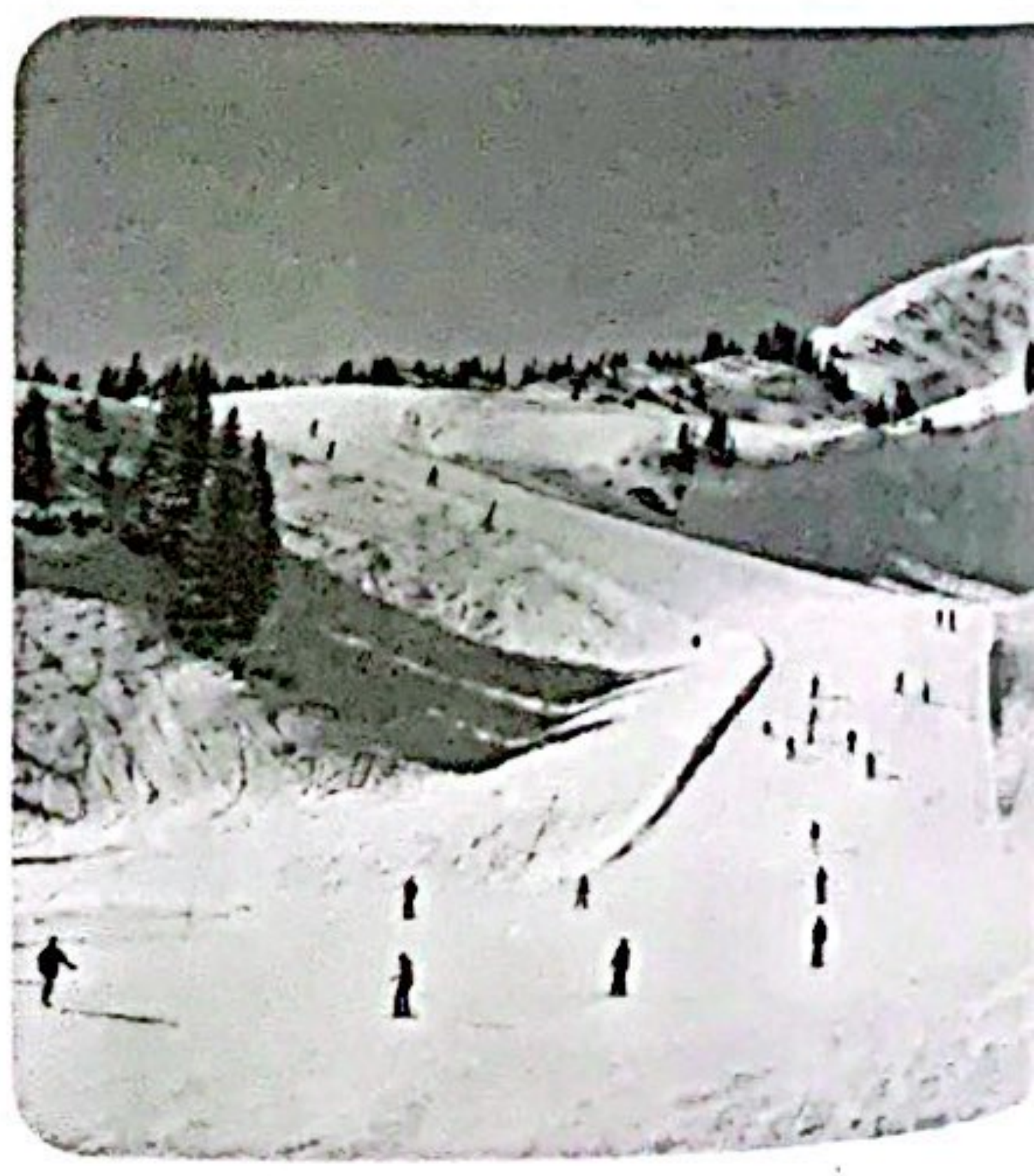
3 Formula 1 __________



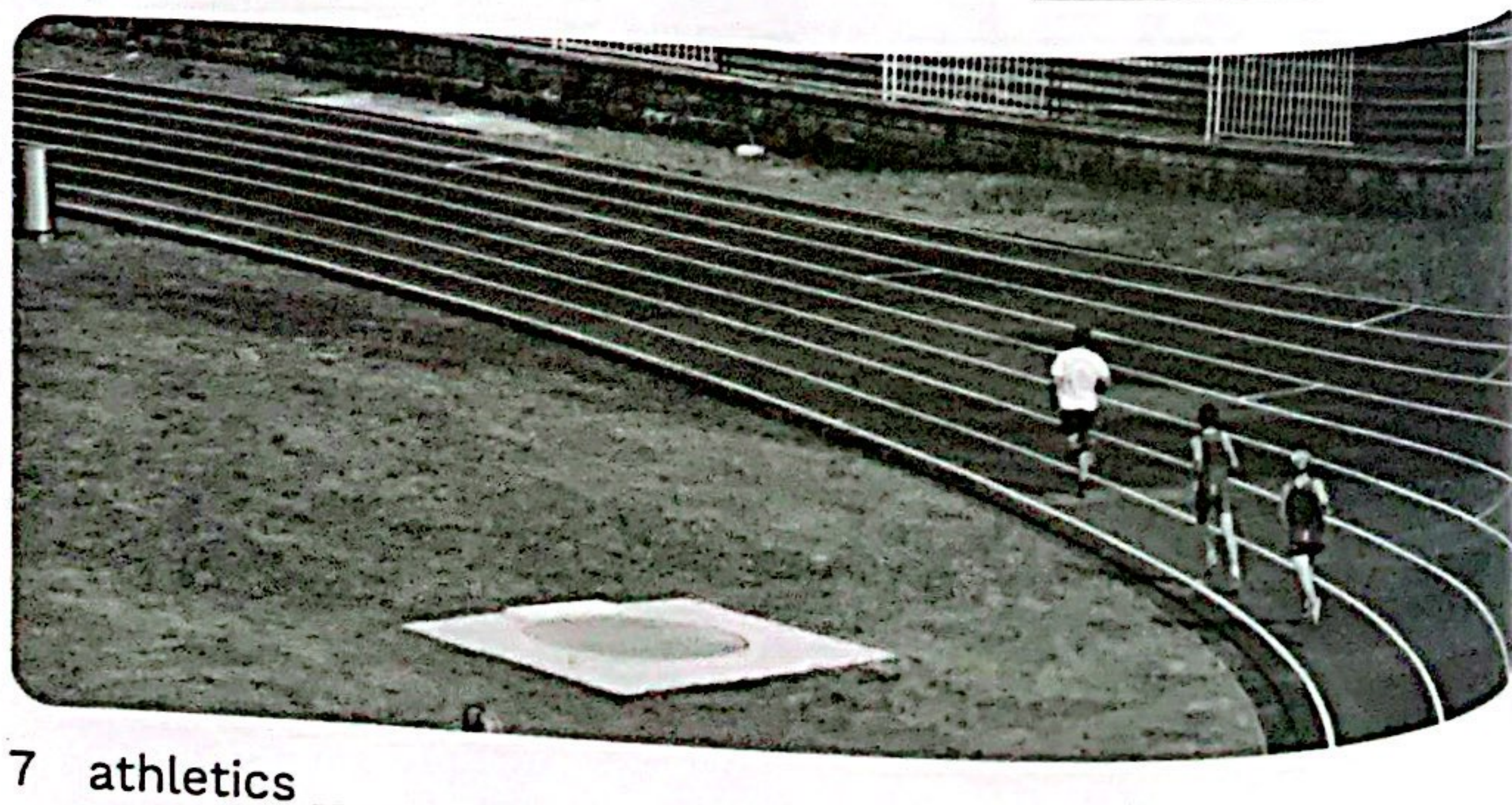
4 golf __________



5 football __________



6 ski __________



7 athletics __________

c **Complete the sentences with the past simple form of the verbs from the list.**

beat ~~do~~ draw get fit get injured go kick lose score throw train win

1 My wife *did* athletics when she was younger.
2 The team _____________ hard every day before the tournament.
3 The Thai athlete _____________ the race. He got the gold medal.
4 I _____________ by cycling to work every day. Now I'm much healthier than I used to be.
5 England and Spain _____________ their match 2–2.
6 I didn't play well in the semi-final. I _____________ 2–6, 1–6.
7 Marc _____________ the ball to his brother, but he dropped it.
8 Morocco _____________ South Africa 5–0 in the final. They had a much stronger team.
9 The Argentinian striker _____________ four goals in the last match.
10 Our best player _____________ in the second half and was taken off to see the team's doctor.
11 We _____________ swimming every day when we were on holiday.
12 Everyone laughed when I _____________ the ball and my shoe came off.

d **Complete the phrasal verbs in the sentences with the words from the list.**

off out (x2) up

1 You get fit quickly if you work *out* every day.
2 That player is going to be sent _____________ if he carries on arguing with the referee.
3 We'll be knocked _____________ of the tournament if we don't win our next match.
4 You can get injured if you don't warm _____________ before you play a match.

2 PRONUNCIATION /ɔː/ and /ɜː/

a **Circle the word with a different sound.**

horse	1 ball [✓ work out] caught warm up
bird	2 first hurt sport world
horse	3 draw fought score slope
bird	4 court serve circuit worse

b **5.1 Listen and check. Then listen again and repeat the words.**

3 GRAMMAR past tenses

a **Circle a, b, or c.**

1 She ____ a gold medal at the last Olympic Games.
[✓ **a** won] **b** was winning **c** had won
2 I ____ breakfast when I heard the news.
a had **b** was having **c** had had
3 I wanted to go for a swim, but I ____ a towel.
a didn't bring **b** wasn't bringing **c** hadn't brought
4 Our guests arrived while we ____ the basketball on TV.
a watched **b** were watching **c** had watched
5 We ____ any goals in our last match.
a didn't score **b** weren't scoring **c** hadn't scored
6 As soon as the film started, I realized that I ____ it before.
a saw **b** was seeing **c** had seen
7 I ____ hockey and netball when I was at school.
a played **b** was playing **c** had played
8 It was late and people ____ to get home before it got dark.
a hurried **b** were hurrying **c** had hurried
9 We were exhausted when we eventually got home – we ____ a very busy day.
a had **b** were having **c** had had
10 Sorry. I ____ when you called, so I couldn't answer.
a drove **b** was driving **c** had driven

b **Complete the sentences with the correct form of the verbs in brackets. Use the past simple, past continuous, or past perfect.**

1 When we arrived (arrive), everyone else had finished (finish) their lunch and they were sitting (sit) in the garden having coffee.

2 They ________ (drive) to the airport when they suddenly ________ (remember) that they ________ (not lock) the back door.

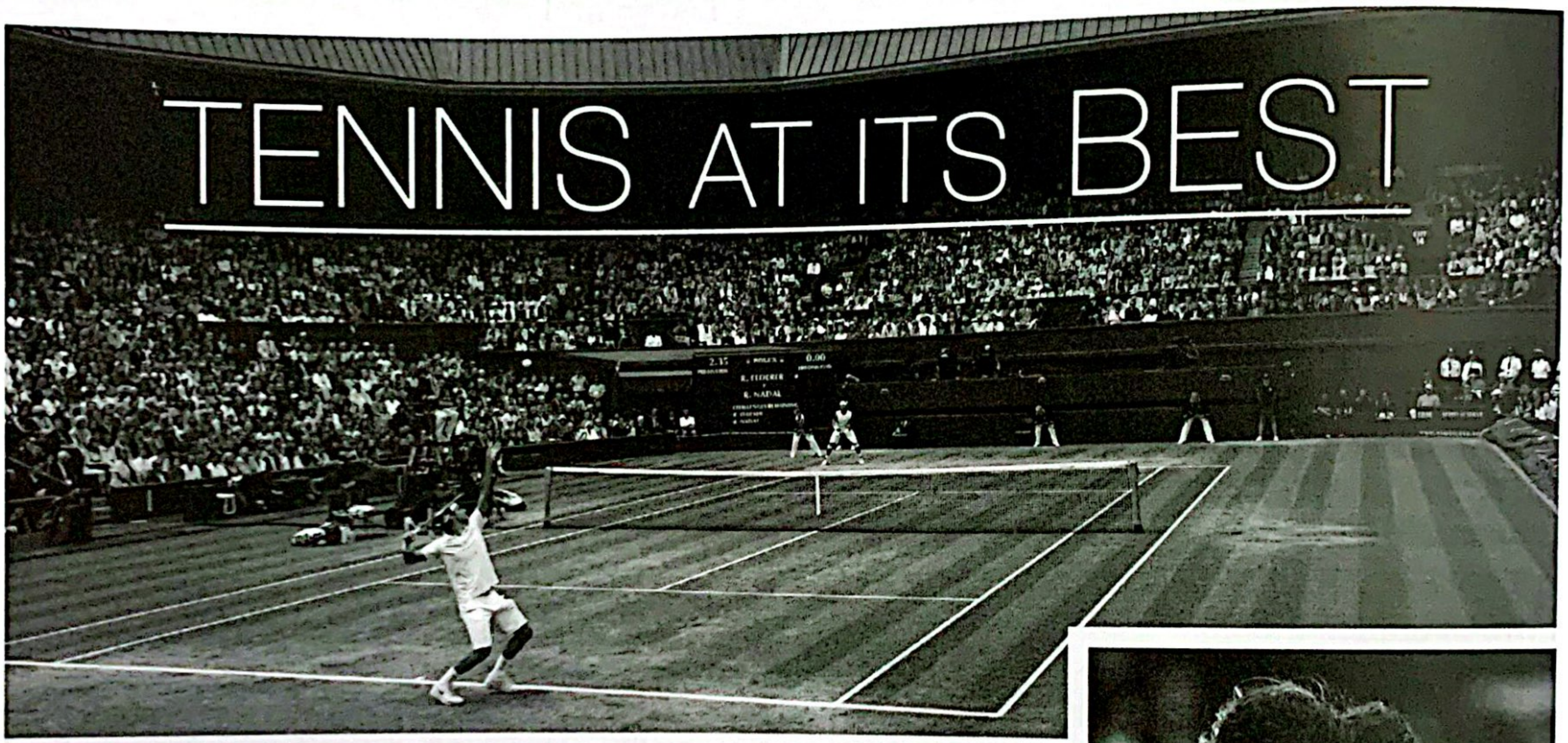
3 I ________ (not recognize) many people at my school reunion because everyone ________ (change) a lot in the last 20 years.

4 My sister ________ (wait) to go out for dinner yesterday when her friend ________ (call) her. He ________ (not can) come because his car ________ (break down).

5 Manchester City ________ (beat) Arsenal yesterday. Arsenal ________ (win) 1–0 in the first half, but City ________ (score) two goals in the second half.

6 He ________ (run) to the station, but the nine o'clock train ________ (already / leave). The station was empty except for two people who ________ (wait) for the next train.

c **Complete the text with the correct form of the verbs in brackets.**



TENNIS AT ITS BEST

The 2008 Wimbledon Men's Singles final between Roger Federer and Rafael Nadal was one of the most exciting matches in tennis history. It was the third time the two men ¹had played (play) each other in the final of the tournament, and everyone ² ________ (look forward to) the match. Federer ³ ________ (win) the 2006 and 2007 finals, but this time Nadal ⁴ ________ (seem) to have a good chance of winning.

The match ⁵ ________ (begin) at 2.35 p.m. After the first two sets, Nadal ⁶ ________ (win) 2–0, but during the third set, rain stopped play. When the players ⁷ ________ (come back) on court, Federer started to play much better, and he ⁸ ________ (win) the next two sets before rain stopped play for a second time. It ⁹ ________ (get) late when the match started again, but the spectators ¹⁰ ________ (not can) take their eyes off the court.

In the fifth set, the score ¹¹ ________ (reach) 6–6, then 7–7, and then Nadal won the next two games to win the match. After playing for four hours and 48 minutes, Rafael Nadal ¹² ________ (beat) Roger Federer to become the Wimbledon Men's Singles champion for the first time.

5B

Best Friends Forever

G past and present habits and states
V relationships
P the letter *s*, *used to*

1 GRAMMAR past and present habits and states

a Circle the correct words.

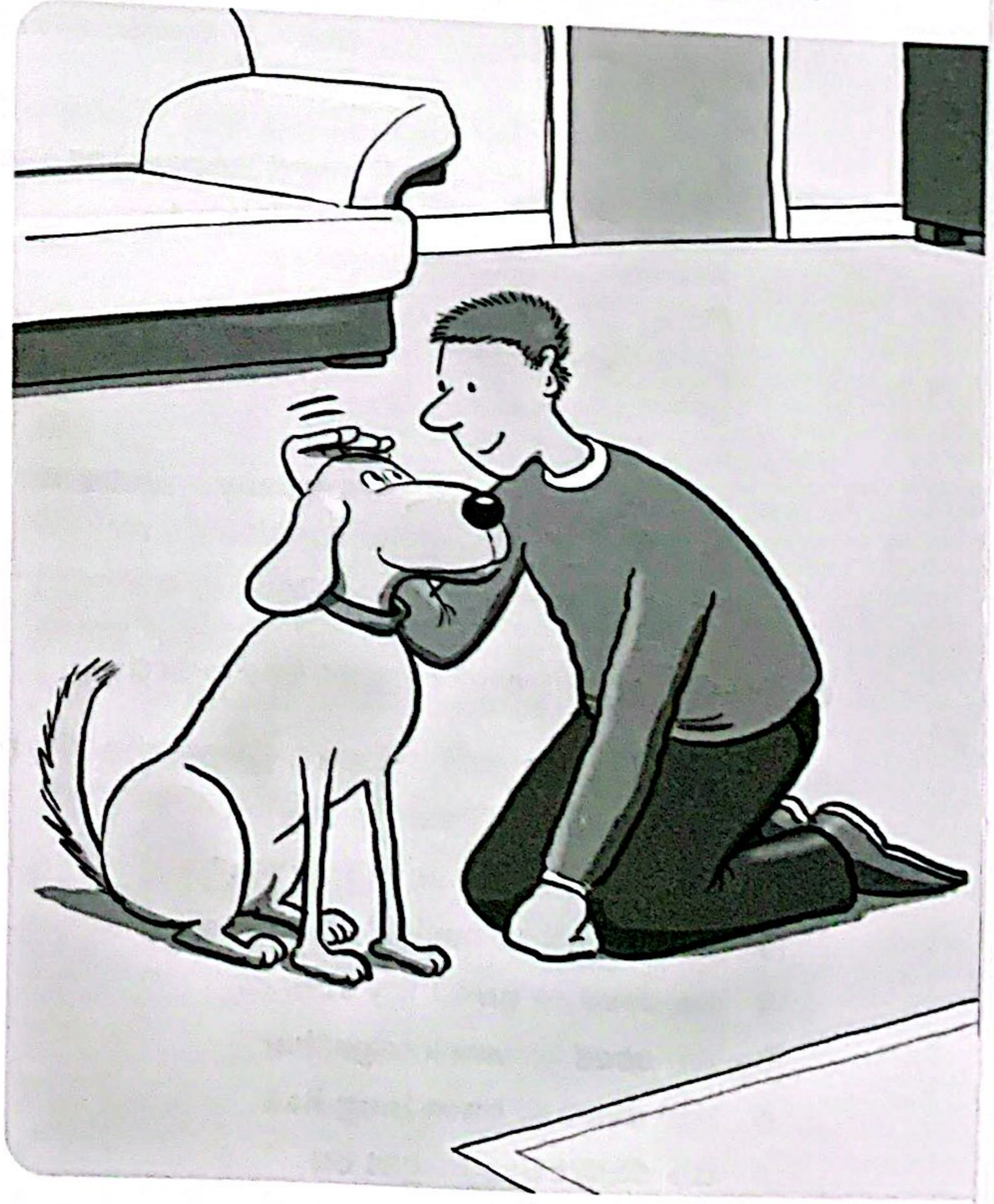
1 I *used to see* / [✓ *usually see*] my friends two or three times a week. We often go to the cinema.
2 David *used to play* / *usually plays* basketball, but he doesn't any more.
3 We *didn't use to go* / *don't usually go* away on holiday because we can't afford it.
4 Jordan *used to wear* / *normally wears* make-up when she goes out.
5 *Did you use to have* / *Do you usually have* a lot of friends when you were at school?
6 We *stayed* / *usually stay* in the same cottage every summer when I was a child.
7 I *never used to watch* / *don't usually watch* much TV, but now I'm addicted to Netflix.
8 I *went cycling* / *used to go cycling* with some friends last weekend.

b Correct any mistakes in the highlighted phrases. Tick (✓) the correct sentences.

1 Where did you used to live before you moved here? ☐
did you use to live
2 Pablo used to have a beard, but now he's shaved it off. ☑
____
3 I normally go to the gym after work. ☐
____
4 My brother doesn't use to wear a tie at work. He doesn't like them. ☐
____
5 Did you use to have long hair when you were younger? ☐
____
6 I use to walk to work. My office is only ten minutes from my house. ☐
____
7 Milly never used to be very friendly, but now she always says hello to me. ☐
____
8 Do you use to get up late on Sundays? ☐
____
9 I used to go to Paris once with my parents when I was little. ☐
____
10 We stayed in an expensive hotel when we were in Venice. ☐
____

c Complete the sentences with *usually* or the correct form of *used to* and the verbs in brackets.

1 Naomi used to wear glasses, but now she has contact lenses. (wear)
2 My uncle and aunt _______________ me a present on my birthday, but this year they forgot! (give)
3 I _______________ my mum on Sundays. We chat for about half an hour. (call)
4 I _______________ to French classes, but I stopped last month because I'm too busy now. (go)
5 We never _______________, but now we go to a restaurant at least once a week. (eat out)
6 I _______________ late, but today I need to finish this report before I go home. (not work)
7 My sister _______________ very shy, but now she's much more confident. (be)
8 My boyfriend _______________ animals, but now he has a dog. (not like)



d Think about yourself when you were younger and now. Write sentences about the things in the list. Use *used to*, *didn't use to*, and *usually*.

appearance free-time activities games and toys
holidays likes and dislikes music and TV programmes

1 We used to go camping every summer when I was a child. Now, I usually go on city breaks.
2 ________
3 ________
4 ________
5 ________
6 ________
7 ________
8 ________

2 PRONUNCIATION the letter *s*, *used to*

a 5.2 Listen and circle the word with a different sound.

snake	1 see [✓ friends] most social
zebra	2 eyes easy especially nowadays
shower	3 tissue please sure sugar
television	4 usually pleasure decision music

b Listen again and repeat the words.

c 5.3 Listen and repeat. Copy the rhythm.

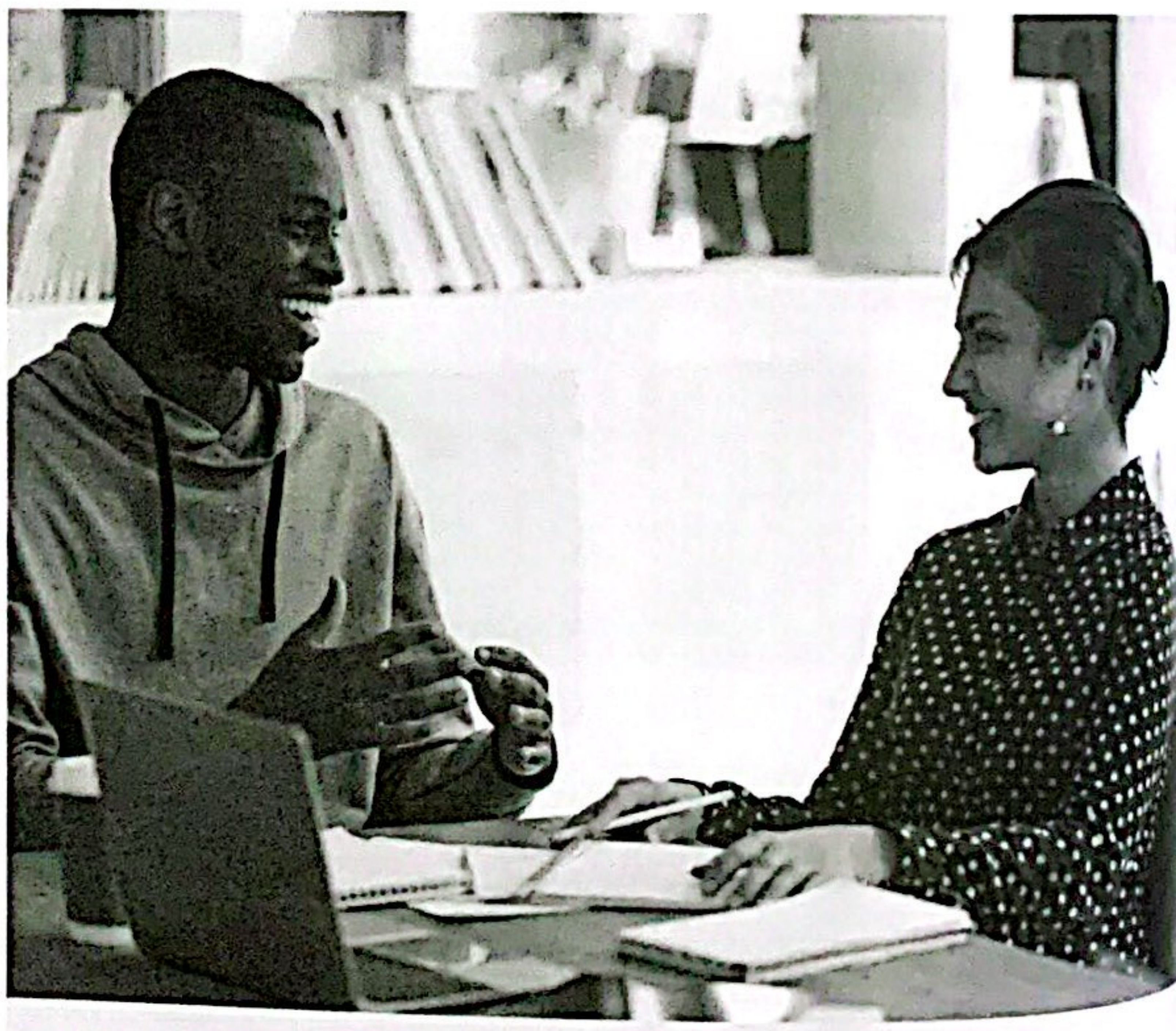
1 **Where** did you **use** to **live**?
2 Did you **use** to **wear glasses**?
3 They **used** to **have** a lot of **money**.
4 He **used** to **go** to my **school**.
5 We **used** to **work together**.
6 You **used** to **have long hair**.
7 We **didn't use** to **get on**.
8 I **didn't use** to **like** it.

3 VOCABULARY relationships

a Read about two relationships. Complete the phrases with a word from the list.

became common engaged got in married
~~met~~ out to together touch up

1 They met ________ at a party.
2 She got ________ touch with him.
3 They went ________ together.
4 They didn't have a lot in ________.
5 They broke ________.
6 They lost ________.



7 They ________ on.
8 They ________ friends.
9 They got ________ know each other.
10 They were ________.
11 They got ________.
12 They got ________.

b **Complete the text with the highlighted words and phrases from a. Use the past simple form of the verbs. Use each phrase once only.**

News Lifestyle Culture Opinion

How they met: Brianna and Luke

Brianna [1] *met*__________ Luke when she started work. The two sat next to each other in the office, so they [2]__________ each other very quickly. They soon [3]__________, and they discovered that they [4]__________ because they were both sports fans. They [5]__________ a few times after work, and they fell in love.

They [6]__________ for a year, but they argued a lot and in the end they [7]__________. After that, Brianna got a new job in a different town and so they [8]__________. Three years later, they [9]__________ again on social media. They were both still single, and Luke had changed jobs, too. They decided to try again, and this time they [10]__________ better than before, maybe because they weren't working together. After six months, they [11]__________ and invited both their families to dinner to tell them. Brianna and Luke [12]__________ last spring. A lot of their old friends from work came to the wedding!

c **Complete the sentences with the people from the list.**

classmates close friend colleague
couple ex fiancé flatmate ~~partner~~

1 Jack's divorced, but he has a new *partner*__________ called Amara.
2 This is Theo, my __________. We're getting married next year.
3 Kiara is a very __________. I tell her everything.
4 That girl over there is my __________. We went out together for two years.
5 Tony and I were __________ at secondary school.
6 I went to the conference with a __________ from work.
7 Holly is a great __________. She's good company, and she's very tidy.
8 Olly and Megan are a very nice __________. We've known them since university.

d **Complete the sentences with abstract nouns formed from the words from the list.**

friend leader member partner ~~relation~~

1 My dad and I are very close. We have an excellent *relationship*__________.
2 My __________ with Debbie goes back to when we were at school together. We've known each other for years!
3 I like the look of the new sports club, so I'm going to apply for __________.
4 Ava was promoted to manager because of her __________ skills.
5 The two brothers have gone into __________ together, and they've opened a restaurant in the square.

EPISODE 3 PICTURES OF YOU

Practical English
The day before the show

1 PERMISSIONS AND REQUESTS

a Re-order the words to make phrases for permission and requests.

1 jacket / mind / you / passing / would / my
Would you mind passing my jacket ?
2 OK / window / I / is / open / if / a / it
_______________________?
3 mind / that / would / repeating / you
_______________________?
4 you / of / take / me / a / could / photo
_______________________?
5 you / if / here / mind / sit / do / I
_______________________?
6 you / do / could / you / bag / carry / think / my
_______________________?

b Circle the correct responses to the questions from **a**.

1 [✓ **a** Of course not.] **b** No, I wouldn't.
2 **a** No, I don't. **b** Yes, that's OK.
3 **a** No, go ahead. **b** No, not at all.
4 **a** No problem. **b** No, not at all.
5 **a** No, go ahead. **b** Sure.
6 **a** No, I wouldn't. **b** Sure.

c Complete the requests with the correct form of a verb from the list.

~~do~~ join meet take visit

1 Could you do me a big favour?
2 Would you mind ___________ me at the airport?
3 Is it OK if we ___________ my parents this weekend?
4 Do you mind if I ___________ you?
5 Do you think you could ___________ me to the station?

d Match the requests from **c** to responses a–e.

a 4 No, go ahead. Take a seat.
b ___ No problem. What time's your train?
c ___ It depends what it is!
d ___ Not at all. When do you land?
e ___ Sure. Which day would be best?

2 SOCIAL ENGLISH

a Match 1–5 to a–e.

1 You think it's worth that? c
2 Thanks for helping me. ___
3 Cheers! ___
4 Look at all these cakes. ___
5 I want to take you for lunch ___

a as a thank-you.
b Here's to our future partnership.
~~c Trust me.~~
d My pleasure.
e You can take your pick.

b Complete the conversations with the phrases in the list.

as a thank-you ~~Cheers!~~ My pleasure.
take your pick Trust me.

1 **A** Cheers!
B Cheers! Congratulations on passing your final exams.

2 **A** You think I have a chance of getting the job?
B ___________ You're the best person for it.

3 **A** Thanks for helping me with my presentation.
B ___________

4 **A** Can we order a pizza?
B Sure. Here's the menu. You can ___________

5 **A** I got you this book ___________.
B You didn't need to do that. Thank you!

1–5 Can you remember...?

1 GRAMMAR

Complete the second sentence so that it has a similar meaning to the first sentence. Write three words. Contractions (e.g. *isn't*) are two words.

1 I met my partner six years ago.
I've known my partner ____________.

2 I'll carry that case for you.
____________ that case for you?

3 Jacob started studying at 9.00 a.m., and he's still studying now.
Jacob ____________ since 9.00 a.m.

4 Playing football is prohibited in the pedestrian zone.
You ____________ football in the pedestrian zone.

5 I can't go to your party next Friday.
I won't ____________ go to your party next Friday.

6 My sister cried a lot when she was a child.
As a child, my sister ____________ a lot.

2 VOCABULARY

Circle the word or phrase that is different.

1 boiled tinned roast steamed
2 selfish stubborn bossy reliable
3 tax ringtone budget loan
4 golf course road works traffic lights zebra crossing
5 call back dial hang up lose touch
6 captain stadium coach referee

3 PRONUNCIATION

Circle the word with a different sound.

bull	1 could food good sugar
boot	2 lose pool cook huge
computer	3 propose mortgage petrol stubborn
horse	4 course draw score world
bird	5 hurt sport earn worse

4 GRAMMAR & VOCABULARY

Complete the article. Write one word in each space.

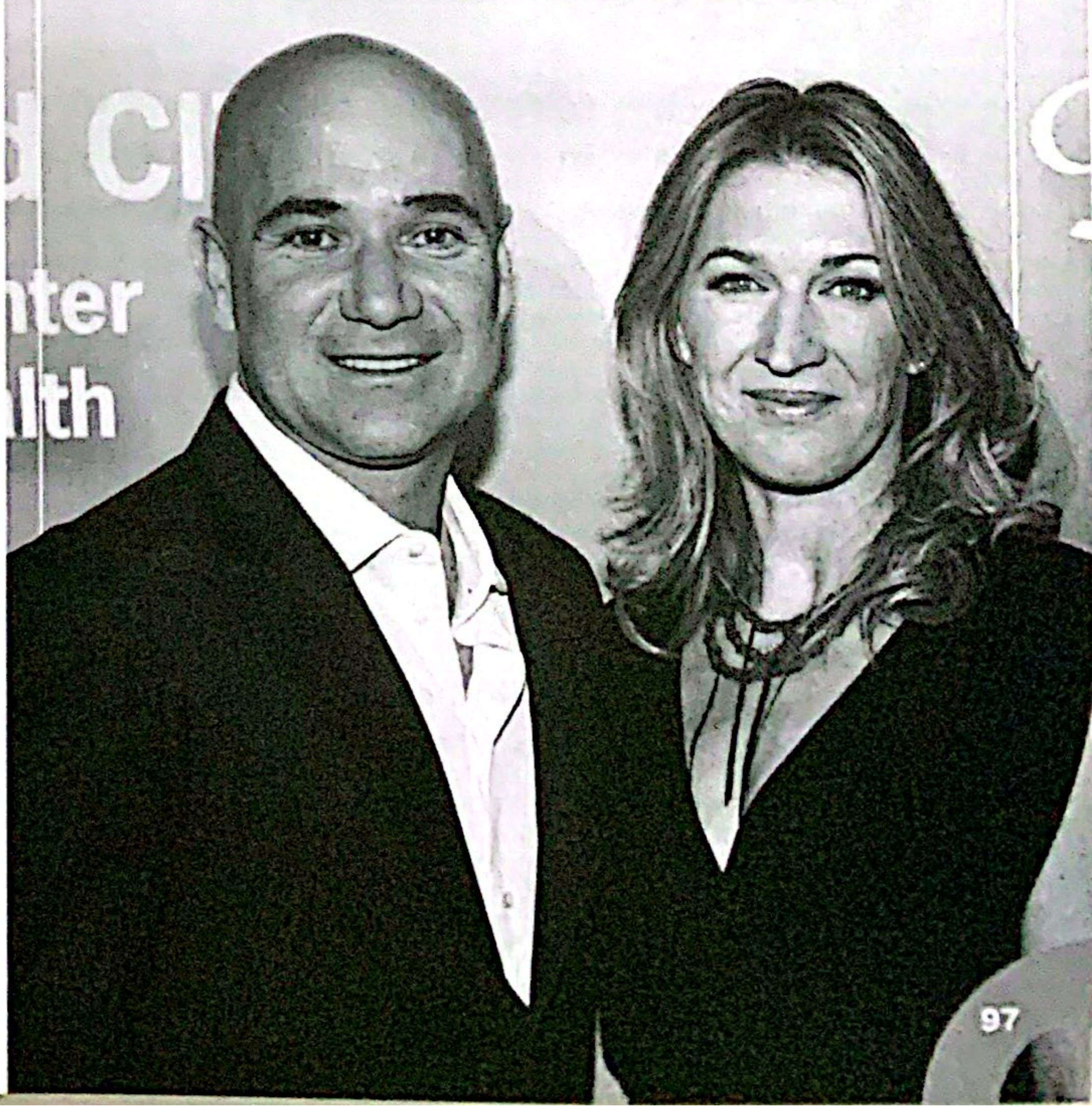
A perfect match

Andre Agassi and Steffi Graf both used to be very famous tennis players. They're also a [1] ____________. The pair have been married [2] ____________ 2001, and they have two grown-up children.

Agassi and Graf have a lot [3] ____________ common. When they were little, their fathers were very ambitious for them. As children, they [4] ____________ to practise for hours each day to become successful players.

In 1992, both Agassi and Graf won Wimbledon, and they met at the champions' ball. They met again in 1999, when they both won the French Open tournament in Paris. At the time, the two were quite different [5] ____________ each other. Agassi was famous [6] ____________ his wild appearance and rebellious personality, while Graf was quieter and [7] ____________ sensible. The two started going [8] ____________ together after the tournament, and they've been together ever since.

During their careers, Agassi and Graf earned a lot of money, and today they [9] ____________ worth millions of dollars. They both work for different organizations helping to [10] ____________ money for charity.

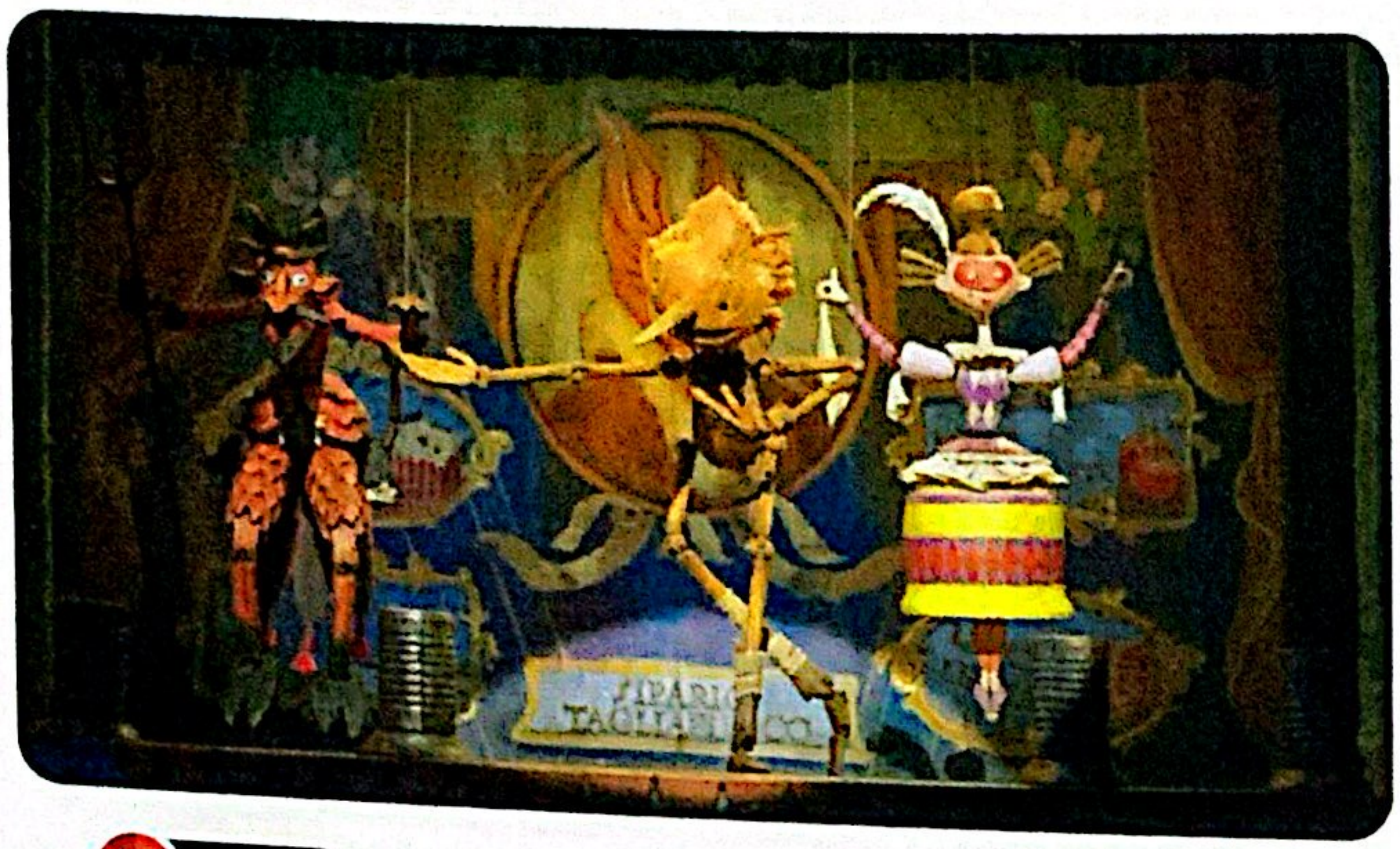


6A Extra information

G passive (all tenses)
V cinema
P regular and irregular past participles

Where was the film made? *I think it was shot in New York.*

1 VOCABULARY cinema



a **Video** Watch the video and match clips 1–5 to the kinds of film in the list. Do you recognize any of the films, actors, or directors?

☐ a biopic
☐ a science fiction film
☐ a musical
☐ a western
☐ an animation

b **V** **Vocabulary Bank** Cinema *p.245*

c With a partner, decide what the difference is between...

1 *a plot* and *a script*
2 *a musical* and *a soundtrack*
3 *the cast* and *the stars*
4 *a dubbed film* and *a film with subtitles*
5 *the set of a film* and *the film was set in...*
6 *a critic* and *a review*

2 READING

a You're going to read an article about being an extra for a film or on TV. In pairs, can you think of two positive and two negative things about being an extra?

b Read the article. Are your ideas there? Are the following things it mentions **P** (positive), **N** (negative), or **B** (both)?

1 the pay per day
2 the behaviour of the main actors
3 the weather
4 the food
5 waiting at mealtimes
6 having your hair cut
7 being on the screen
8 having a slightly bigger role

The secret life of an extra

When I first signed a contract to be an extra, or 'a human prop' as they are sometimes called, I saw it as an interesting way of earning a second income, but the pay is so bad that after a couple of jobs you soon realize that actually it's more like a hobby. On an average shoot, you are paid about £100 a day, but after tax you're left with less than half of that, not counting what you spend on petrol or train fares to get to each location.

You are not allowed to talk on set and you are not allowed to talk to any of the actors. In fact, the lead actors are not at all interested in you – they look down their noses or completely ignore you. Also, weather conditions tend to be either boiling hot or freezing cold. After spending an entire afternoon in March in the ruins of a castle, my hands were so cold I could hardly sign my name on the paperwork.

The best aspect of the work is the free catering: getting up at 4.00 a.m. isn't so bad when you can go straight in for coffee and a full English breakfast, and lunch almost always involve some sort of pudding with custard. Obviously, you aren't allowed to eat anything before the cast and then the crew, so you stand there while a long queue forms ahead of you.

For period dramas, you get the added benefit of a free haircut and shave, although this can be embarrassing if you've taken a day off sick from your day job and you go int the office the next day looking quite different. You also hav the excitement of seeing yourself on screen even though you might not be recognizable to anybody except yourself. But that's your job – to just be part of the background.

There are times when you're chosen to play a bigger part in one scene, and suddenly you feel as if the difference between actor and extra isn't so huge after all. On the othe

Adapted from The Guardian

c **Exam** Read the article again. Choose the correct option a, b, or c.

1 For a day's work as an extra you end up with ___________ in your pocket.
  a about £100 b about £50 c less than £50

2 The important actors ___________ extras.
  a feel superior to
  b are curious about
  c are quite interested in

3 The first people to get any food are ___________.
  a camera operators b extras c actors

4 If you have to have your hair cut for the film, ___________.
  a you might get paid extra
  b you might have a problem at work
  c you might not recognize yourself on screen

5 There are moments late at night when you realize that ___________.
  a the actors work harder than you do
  b you deserve to be paid as much as the actors
  c the work is more enjoyable than you thought

6 The writer would recommend working as an extra to ___________.
  a someone who really wants to be an actor
  b someone who wants to earn a high salary
  c someone who just wants to be in a film

d Why do you think some people enjoy being extras? Would you like to be one? Why (not)?

Mediation An English-speaking friend who loves cinema wants to get a job as a film extra. They hope to earn good money and would prefer not to work outside or work very long hours. Leave your friend a voice message, summarizing key points from the article and say why you think it might not be a good job for them. Try to use your own words.

Ⓜ Mediation Bank 6 *p.259* Spoken mediation: Summarizing key points

hand, when you're finally allowed to go home at 2.00 a.m. after walking up and down 50 times wearing a heavy helmet on your head, and the actors still have hours more to go, the job doesn't seem quite so glamorous and you don't mind so much that they earn a lot more money than you.

Would I recommend becoming an extra? As a serious way of making money or getting into the industry, probably not. If, however, you like the idea of dressing up in a velvet suit on a hot summer's day and spending all afternoon in a room full of candles in order to be able to see yourself on the big screen for maybe three seconds and tell your family and friends how you've seen a famous actor up close eating vol-au-vents, then apply now.

3 GRAMMAR passive (all tenses)

a Read four fun facts about extras. What tense or form of the passive are the highlighted verbs?

- When a winter scene [1]is being filmed and actors are all in fur coats, it's usually 30 degrees, but the aircon has [2]to be turned off because of the noise it makes.
- The last film to have large numbers of extras was *Gandhi*, when 300,000 extras [3]were used in the funeral scene. Nowadays, big crowd screens are usually created digitally.
- Extras have to keep quiet. When a crowd scene [4]was being filmed for the film *Jersey Girls*, the extras had to pretend to clap and cheer, but it was all done in silence.
- Phones [5]aren't allowed on set and taking photos is strictly forbidden. An extra once posted photos of a set of a new film online. She [6]has never been employed as an extra since then.

b **Ⓖ Grammar Bank 6A** *p.228*

4 PRONUNCIATION regular and irregular past participles

a Look at the three groups of regular past participles. Match them to the sound pictures.

1

2

3 /ɪd/

☐ finished released based looked
☐ recorded directed situated acted
☐ filmed used dubbed subtitled

b **Video** Watch and check. Then watch again and repeat the regular past participles.

c **Video** Watch the video and repeat the irregular past participles.

d How do you pronounce the past participles in the list? Is each pair the same or different? Write **S** or **D**. Then watch again and check.

paid–said ☐ grown–known ☐ done–gone ☐
bought–caught ☐ written–driven ☐

e 6.5 Listen and change the sentences into the present or past passive.

1 They shot the film in Poland. The film...
The film was shot in Poland.

5 LISTENING

a **Look at these film titles. What do they have in common?**

The Fabelmans *West Side Story* *The BFG*
Indiana Jones and the Kingdom of the Crystal Skull
Jurassic Park *Lincoln* *ET* *Jaws*

b **Read about the film *Schindler's List*. Have you seen it? If you did, did you like it? If not, would you like to see it? What other Spielberg films have you seen and enjoyed?**

Schindler's List is a 1993 biopic directed by Steven Spielberg. The film is based on the true story of Oskar Schindler, a Czech businessman, who saved the lives of more than a thousand Polish-Jewish refugees during the Second World War. The film was shot in black and white. It stars Liam Neeson, Ralph Fiennes, and Ben Kingsley. It is often listed among the greatest films ever made, and it won seven Oscars, including Best Picture and Best Director.

c **6.6 Look at the photos of Dagmara Walkowicz and Spielberg. Where were they and what do you think Dagmara was doing in the black-and-white photo? Listen to Part 1 of an interview with Dagmara and check.**

d **Exam** **Listen again and write T (true) or F (false) for each sentence. Correct the false sentences.**

1 When the film company came to Krakow, Dagmara was working as a teacher.

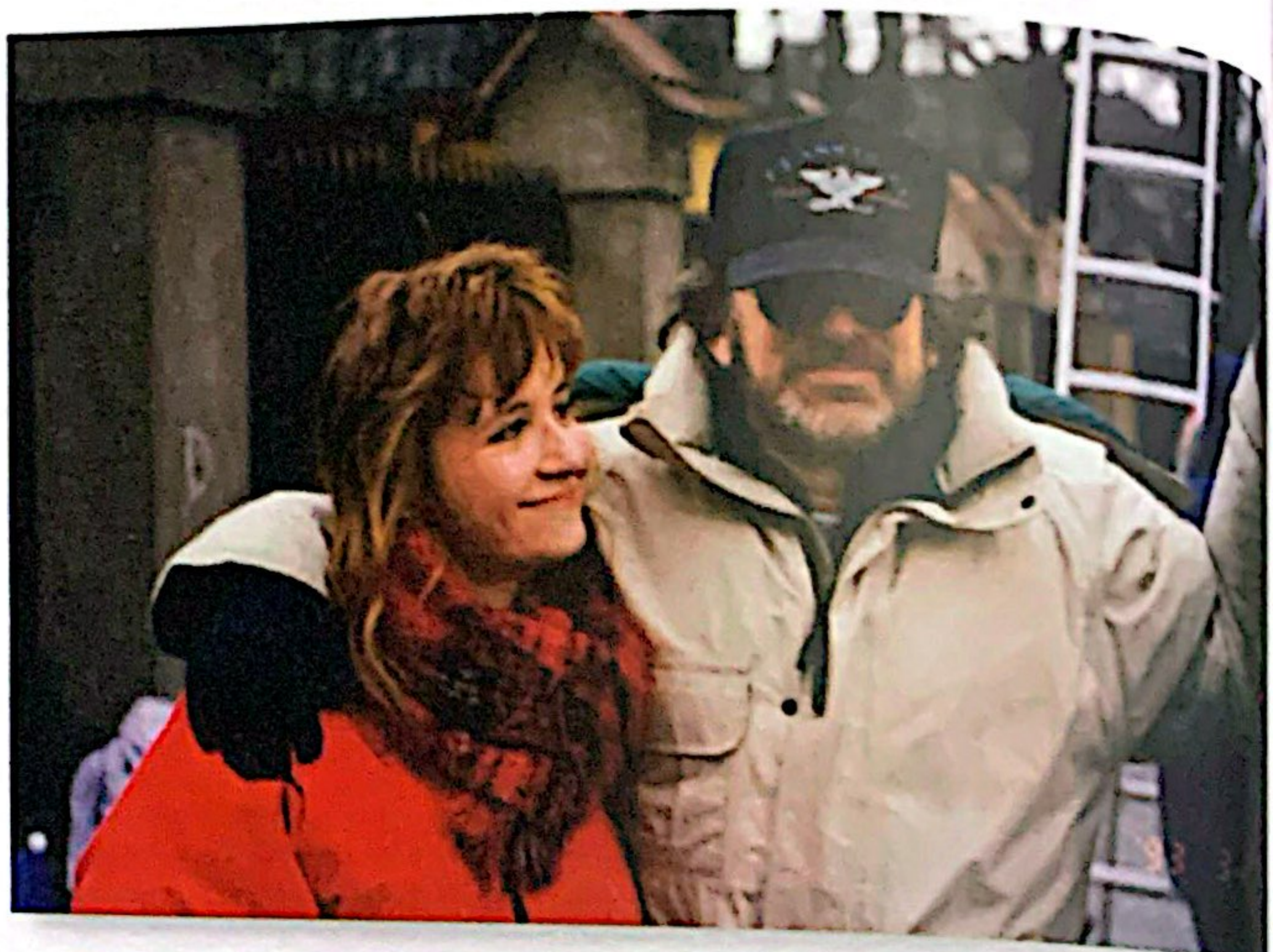
2 She got a job doing translations for them.

3 There was a party at the hotel to celebrate Spielberg's birthday.

4 Spielberg's interpreter was late.

5 Dagmara was very nervous, so she drank a bottle of champagne to give herself courage.

6 Spielberg was very pleased with the way she did her job.



Making notes

When we make notes, we only write down key words, e.g. we write *film set every day* **NOT** ~~She had to go to the film set every day~~.

e 6.7 Now listen to three extracts from Part 2 of the interview. Complete the gaps with the key words.

1 I had to go to the film ______ ______ ______ and ______ Spielberg's ______ to the Polish ______, and also to the ______.

2 It was ______ ______, and I often felt as if I was a ______ ______.

3 The ______ ______ was when we had to ______ a ______ ______ and ______ because Spielberg thought it ______ exactly ______.

f 6.8 You're now going to listen to the whole of Part 2. Read the questions. Then listen and write down some of the key words.

1 How many times were some scenes repeated? How did that make Dagmara feel?

2 Why did Spielberg start shouting at her? What happened after that?

3 In general, how did Spielberg treat her? What example does she give?

4 What scenes was she going to appear in as an extra? Why did she not appear in the final version of the film?

5 Did she ever work with Spielberg again?

6 What offer did Spielberg make to Dagmara? Does she regret not accepting it?

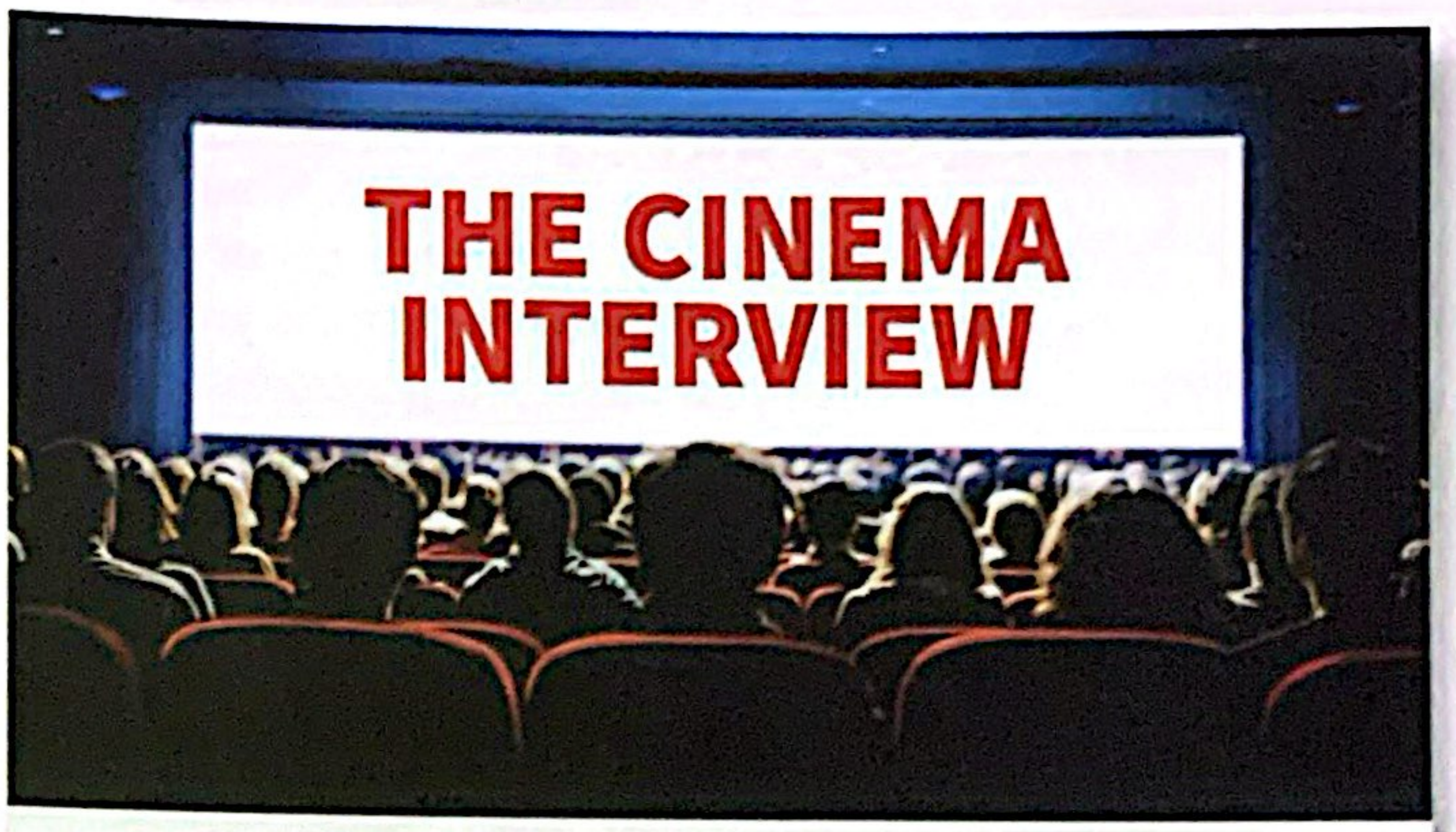
g Compare your key words with a partner. Then listen again and try to add more.

h Now, with a partner, answer the questions in **f**. Use your key words.

i Would you like to have done Dagmara's job? Do you think she made the right decision in the end?

6 SPEAKING

a Read the cinema interview. Think about your answers and reasons.



1 Can you think of a film you've seen which...?

- was incredibly funny
- made you feel good
- had a very sad ending
- you've seen several times
- sent you to sleep
- had a memorable soundtrack

2 Do you prefer...?

- seeing films at home or in the cinema
- seeing **a** English-language films
  b other foreign films
  c films from your country
- seeing foreign films dubbed or with subtitles

3 Tell me about a really good film you've seen in the last year.

- What kind of film is it?
- Is it based on a book or on a real event?
- Where and when is it set?
- Who stars in it? Who is it directed by?
- Does it have a good plot?
- Does it have a good soundtrack?
- Why do you like it?

b In pairs, interview each other. Ask for and give as much information as you can. Do you have similar tastes?

7 WRITING a film review

Writing Bank 6 *p.203* Write a description of a film you would recommend.

6B In the picture

G modals of deduction: *might*, *can't*, *must*
V the body
P diphthongs

She can't be his mother. *She is his mother. She looks very young for her age.*

1 READING & SPEAKING

a Do you have a profile photo or photos on social media? Why did you choose them? How often do you change them? Show any that you can to a partner.

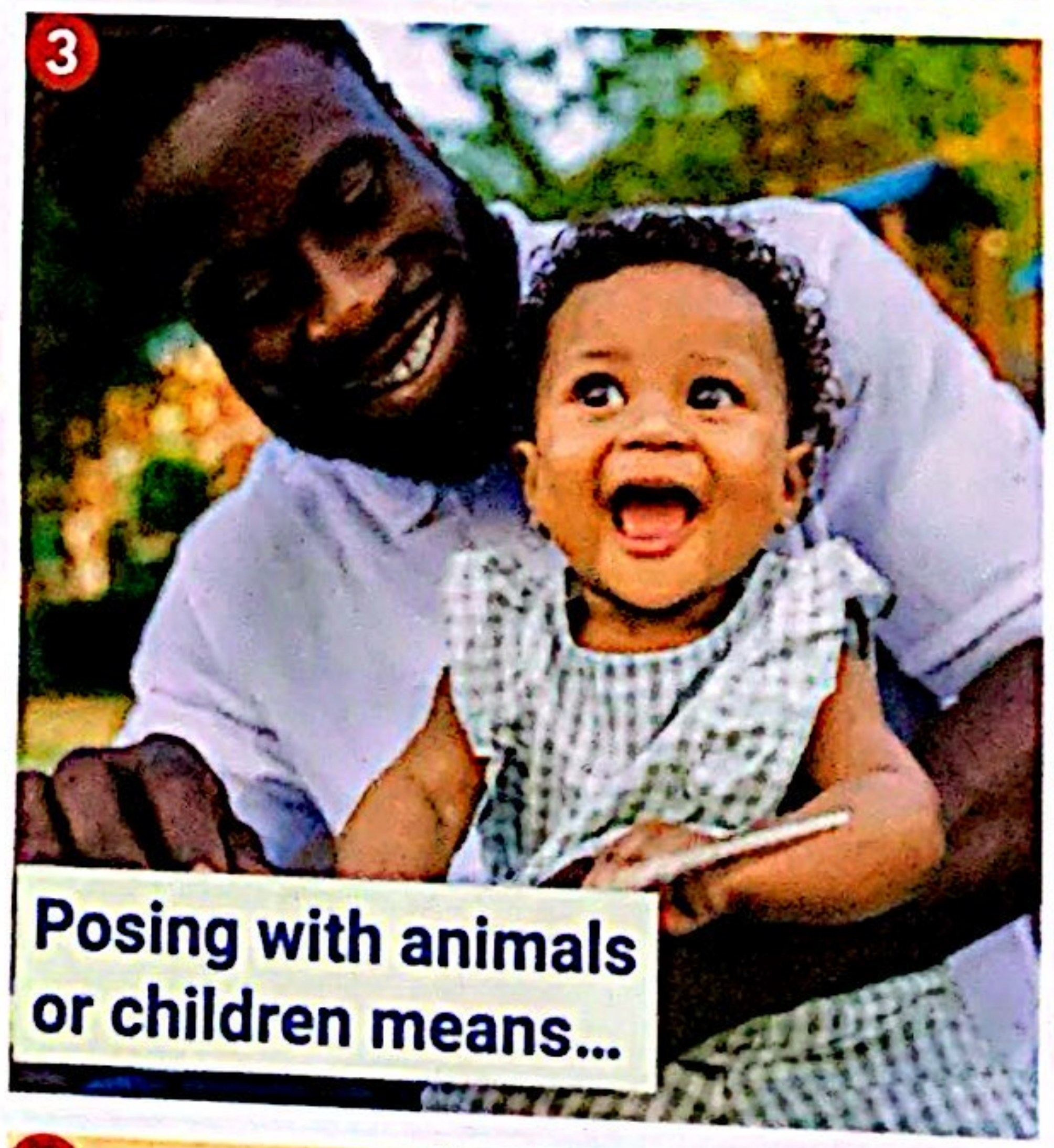
b Look at six types of profile photo described by a life coach. Are any of these similar to one you use? What do you think it means if you choose them?

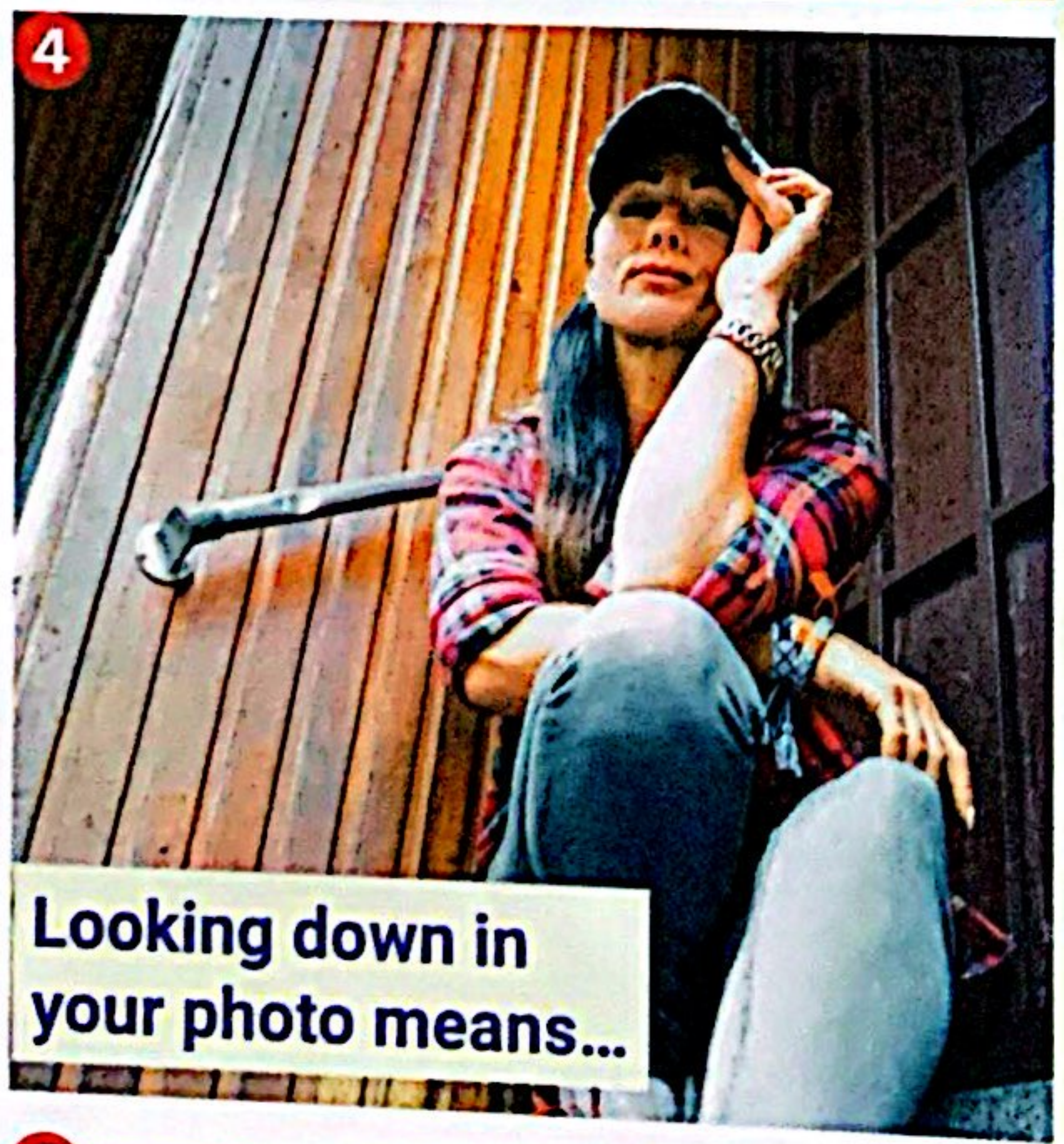
1

A photo of you with your partner means...

2

A photo of you with your friends means...

3

Posing with animals or children means...

4

Looking down in your photo means...

5

Looking up in your photo means...

6

Changing your photo very often means...

c **Exam** Now read the article and match the types of photo 1–6 in **b** to their meanings A–F in the text.

What your profile picture says about YOU

A life coach with a background in psychology has suggested that your profile picture might be saying more things about you than you realize. Coach Francesca, who is originally from Romania and now lives in London, has posted a series of popular video tips on social media. She explains why the photo you choose can reveal a lot of different things about your personality.

A ______________ **you want people to know you're outgoing**

Extroverts often choose a picture of themselves in a group because this is where they feel safest. 'Extroverts tend to have colourful pictures where they're surrounded by many people,' Francesca says. The photo is often of them and their group of friends doing something exciting, or attending an event such as a festival or concert.

B ______________ **you're insecure**

People who have a new profile picture every week tend to be indecisive and don't trust people easily. 'Constantly changing their profile picture can symbolize that the person doesn't have a strong identity,' says Francesca. Another reason for changing your profile picture often could be because someone has hurt you. Francesca recommends changing your profile picture just a few times a year, or if there's a major change in your life.

C ______________ **you could be relying too heavily on them**

Francesca suggests that a profile photo of you as half of a couple means you see your partner as part of your own identity. You could have what psychologists call an 'anxious attachment' style, which means you worry that your partner will not reciprocate your feelings for them. There could be a deep-seated fear that they might leave you.

D ______________ **you empathize with others**

Francesca says that having pictures with kids or animals shows that you have the ability to understand other people's feelings or take care of other people. The life coach suggests that people who choose this kind of profile picture might be subconsciously trying to appeal to potential partners. This is supported by research from the University of Jaén in Spain, which has shown that men are seen as less intimidating on dating apps when holding a small dog than when pictured alone.

Ⓔ ______________ you have a big ego

Social media was once a place for people to connect and share updates about their lives. However, many people have now become addicted to social media and are desperate to get attention. Rather than genuinely wanting to connect with others, they are using it to boost their own ego. So watch out for people who are looking down in their profile photo. 'Pictures looking down transmit a message of superiority and dominance,' says Francesca.

Ⓕ ______________ you want to attract a partner

Finally, Francesca suggests that looking up in your photos is a behaviour designed to appeal to a potential partner. So be careful with this one. 'Pictures looking up transmit a message of inferiority and submissiveness,' she says.

Coach Francesca's social media followers were fascinated by her analysis of profile pictures and even asked for more. 'I want more info,' commented a user. Another user posted that after watching her videos, they were going to change their profile picture immediately!

Adapted from @francescapsychology

d Read the article again. Which type of profile photo does Francesca say shows that...

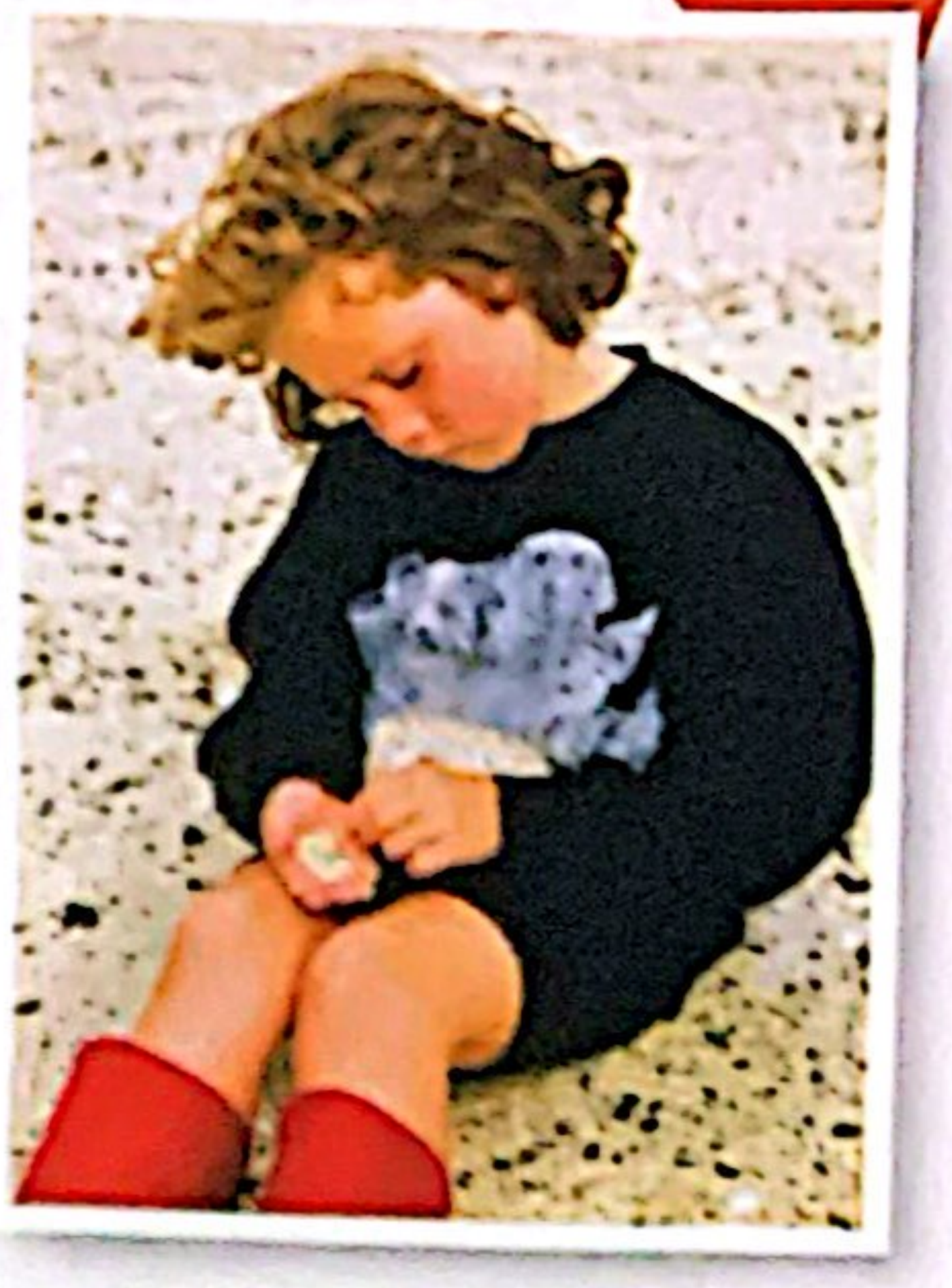
1 you're not very good at making decisions
2 you might be giving out a dangerous message
3 you're afraid that you love somebody more than they love you
4 you may not realize that you want a partner
5 are not comfortable being on your own
6 you mainly want other people to be interested in you

e Talk to a partner.

If your profile photo type is included, do you agree with the interpretation? If not, what is your interpretation of your photo?

Can you think of any friends or family members whose photos fit with the interpretations in the article?

2 GRAMMAR modals of deduction



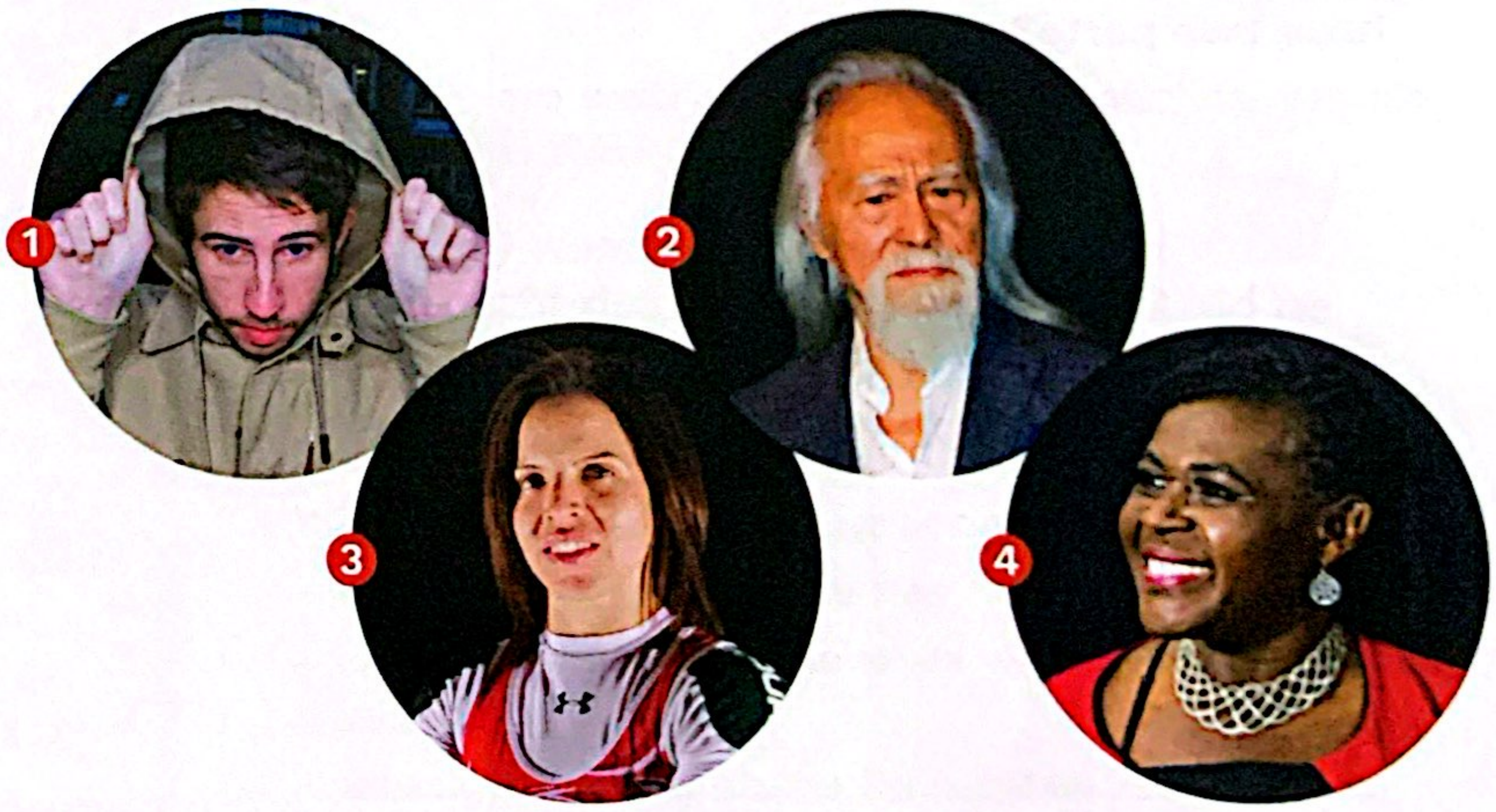
a 🔊 **6.9** Listen to two people talking about a photo. Complete the sentences.

A I love your profile picture. How old are you in the photo?
B I [1] ____________ be about five or six. Definitely not more than that.
A Where are you?
B Do you know, I can't remember. It [2] ____________ be the south of France. My grandmother had a house near Montpellier, so we sometimes spent the summer there.
A It [3] ____________ be the south of France – not in summer. You're wearing boots and a sweater! And it doesn't look like a Mediterranean beach.
B No, you're right. It [4] ____________ be Scotland, then. We sometimes went there.

b Look at the highlighted modal verbs and answer the questions.

1 Which modal verbs mean *it's possible*? might, ____________
2 Which modal verb means *it's very probable*? ____________
3 Which modal verb means *it's impossible*? ____________

c Ⓖ **Grammar Bank** 6B *p.229*



d Look at the photos of four people. Make four deductions about each person, one with *must*, two with *might* / *could* / *may*, and one with *can't* + a phrase from the list. You can use the phrases more than once.

- **be** in his/her 20s / 40s / 50s / 80s
- **be** from Mexico / Asia / the UK
- **be** a millionaire / a space scientist / a model / a sports person / a professor
- **have** an Olympic medal / a fashion company / a grandchild / businesses in Africa / a doll named after him/her
- **be** good at skating / **present** a TV programme

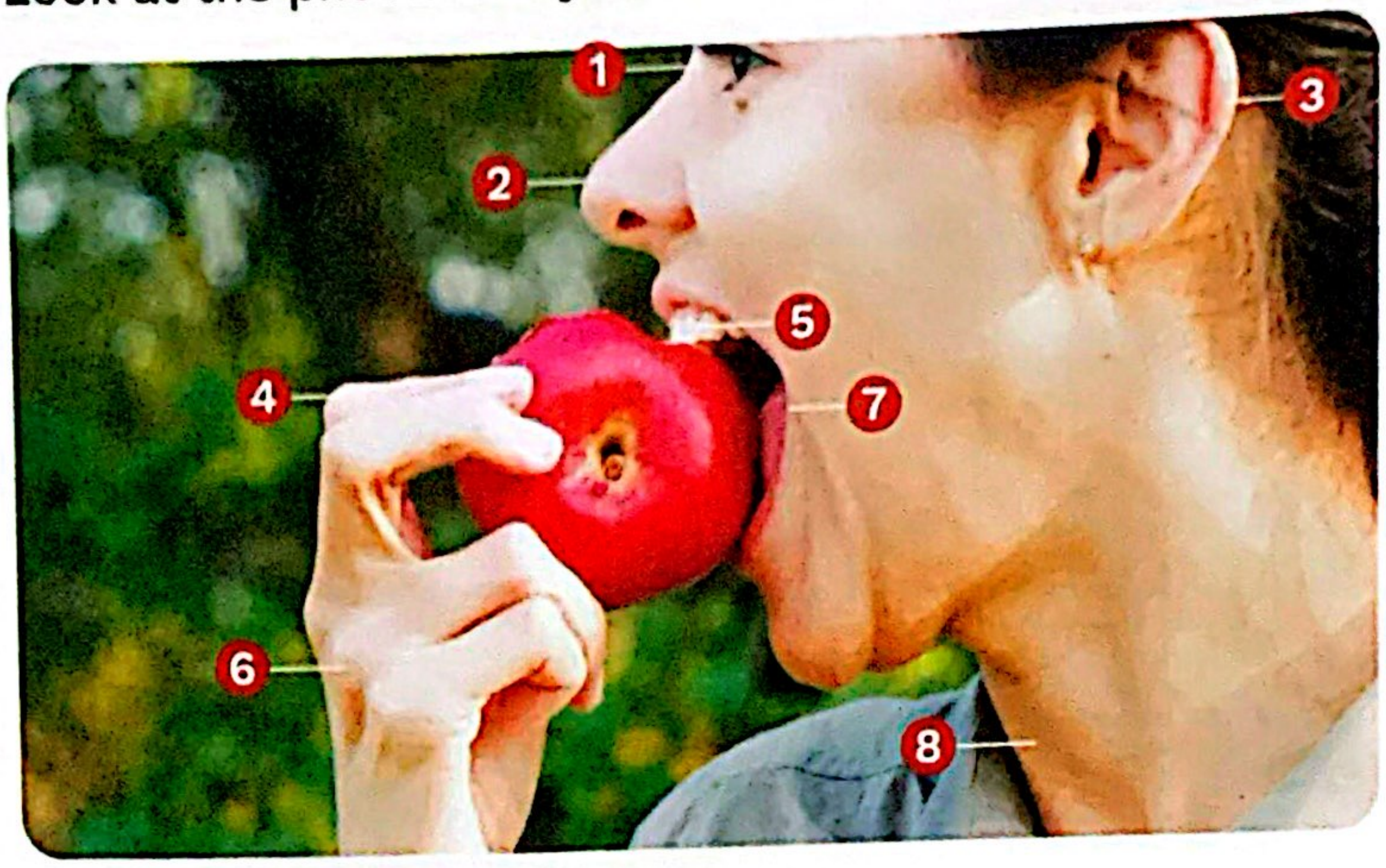
He must be in his 20s.

I think he could be in his 40s.

e ▶ **Video** Watch and find out who the people are. Were your deductions correct? What else did you learn about them?

3 VOCABULARY the body

a Look at the photo. Can you name the parts of the body?

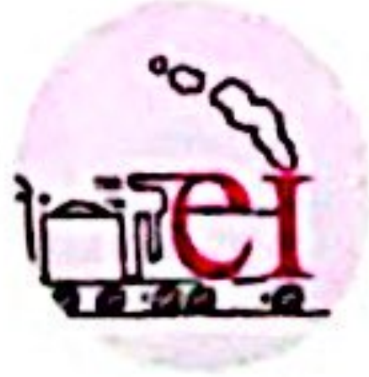


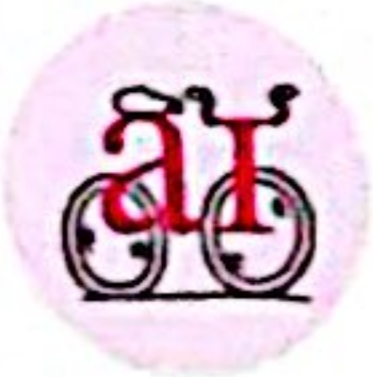
b V **Vocabulary Bank** The body *p.246*

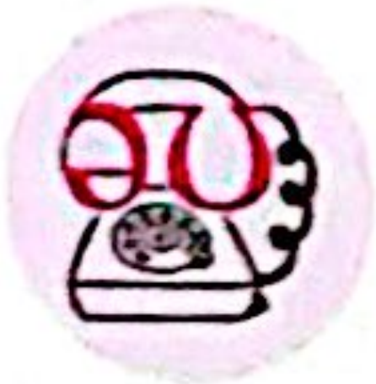
c Video Watch the video. What are the people doing? What part of the body are they using?

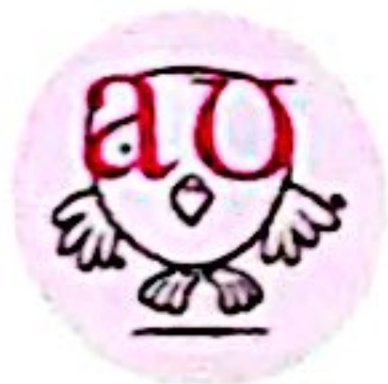
4 PRONUNCIATION diphthongs

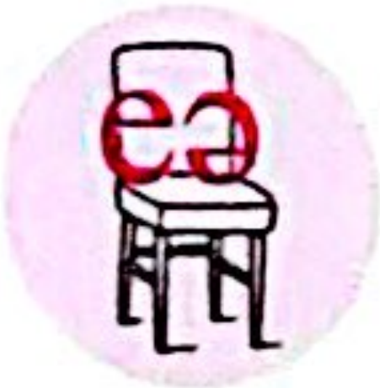
a Look at the five sound pictures of diphthongs. Say the sounds aloud. Why do you think the phonetic symbols have two parts?











1	2	3	4	5

b Video Watch and check.

c Write the words from the list in the correct columns.

bite eyes face hair mouth nose shoulders
smile stare taste throw toes

d **6.15** Listen and check. Then practise saying the phrases below.

fair hair narrow shoulders a wide mouth
brown eyes a Roman nose a round face

5 READING & LISTENING

a Read the definition of *charisma*. Can you name any public figures who you think have charisma?

charisma /kə'rɪzmə/ *n.* the powerful personal quality that some people have which attracts and impresses other people

b Look at the photo of Colin Drury and Danish Sheikh. One is a journalist and one is a charisma coach. Who do you think is who? Why?

c Read the beginning of the article and check your answer to **b**. Then answer the questions.

1 What experience does Danish Sheikh have?
2 Is he successful?
3 What did he do yesterday? Why?
4 What problems does Colin Drury have?

d With a partner, tick (✓) any of the things in the list that you think people with charisma do.

People with charisma...

1 ☐ show other people what they are like
2 ☐ make other people feel important
3 ☐ talk a lot about themselves
4 ☐ never say anything about themselves
5 ☐ are self-confident
6 ☐ stand with their feet apart and arms wide
7 ☐ make eye contact, but don't stare
8 ☐ use a lot of hand gestures
9 ☐ speak very slowly
10 ☐ listen to people carefully

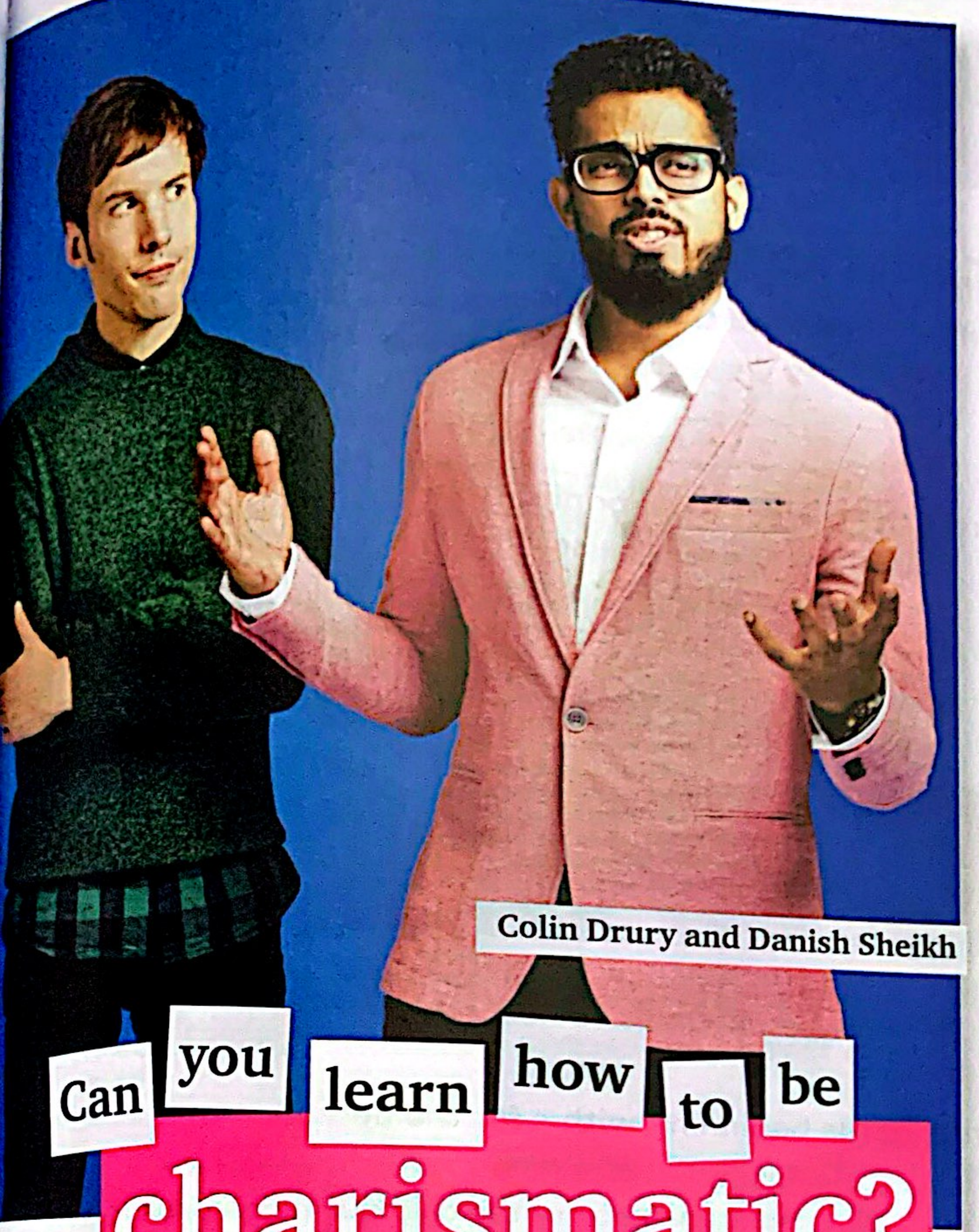
e **6.16** Listen to Colin talking about what l learns. Check your answers to **d**.

f Listen again. What does Colin say about...?

1 talking about yourself
2 remembering a past success
3 how to enter a room
4 what happens if you aren't really listening

g **6.17** At the end of the two days, Colin h a practical test. Listen and summarize.

1 In the pub, Colin has to...
2 Sheikh helps him by...
3 In the end, Colin thinks that charisma is about...



Colin Drury and Danish Sheikh

Can you learn how to be charismatic?

In the 21st century, *charisma* is the quality that people in all fields of life, from business to politics, would most like to have. But can you learn it? The man I have just met thinks so. His name is Danish Sheikh, and he is a charisma coach. He has worked with Microsoft, Yahoo, and the BBC, and he thinks he can turn anyone into George Clooney. He charges £150 an hour, and plenty of people are paying. And for two days, I'm going to be his student.

Yesterday, he followed me everywhere and watched how I behaved with people – in shops, in the hairdresser's, and in work meetings. His impressions of me are not good – for example, I can't make conversation, I have negative body language, and I don't smile enough. I also seem bored when I'm talking to people.

'But don't worry!' Sheikh says, cheerfully. 'We're going to fix all this.'

Adapted from The Guardian

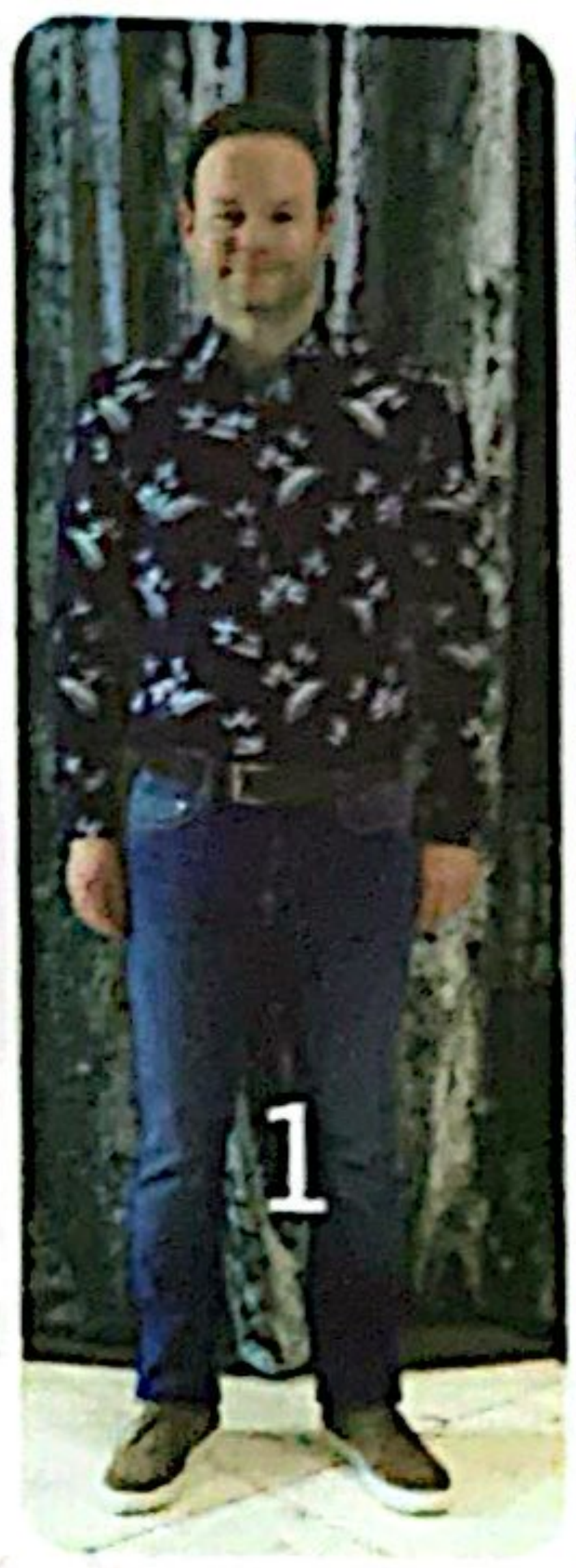
h Look at these 'body' phrases from the listening. Can you demonstrate them?

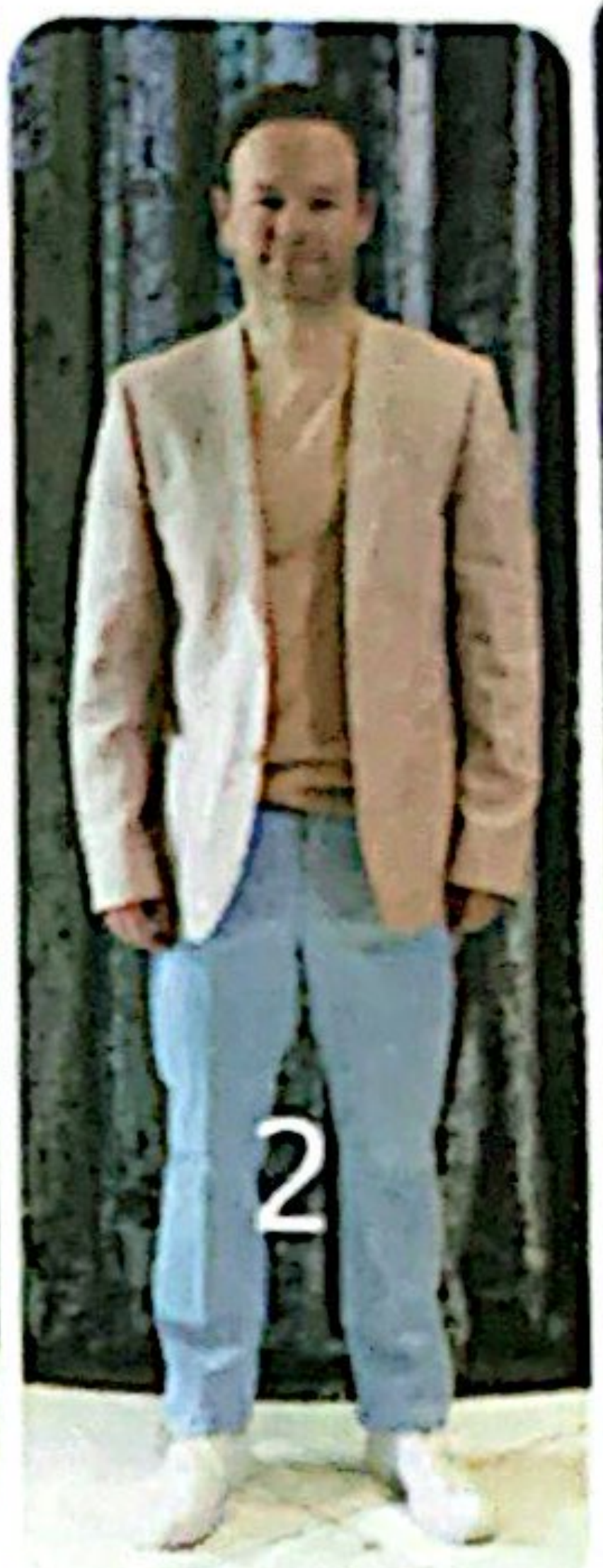
stand with your feet apart
have your chin up and your shoulders back
make eye contact use hand gestures
cross your arms shake hands give a thumbs-up

i Do you think it's possible to teach people to have charisma? Would you ever do a course like this? Why (not)?

Mediation An English-speaking friend has told you they want to feel more confident in social situations. Write a message to your friend explaining some of the tips Danish Sheikh suggests. Try to use your own words. Write about 150 words.

6 LISTENING


1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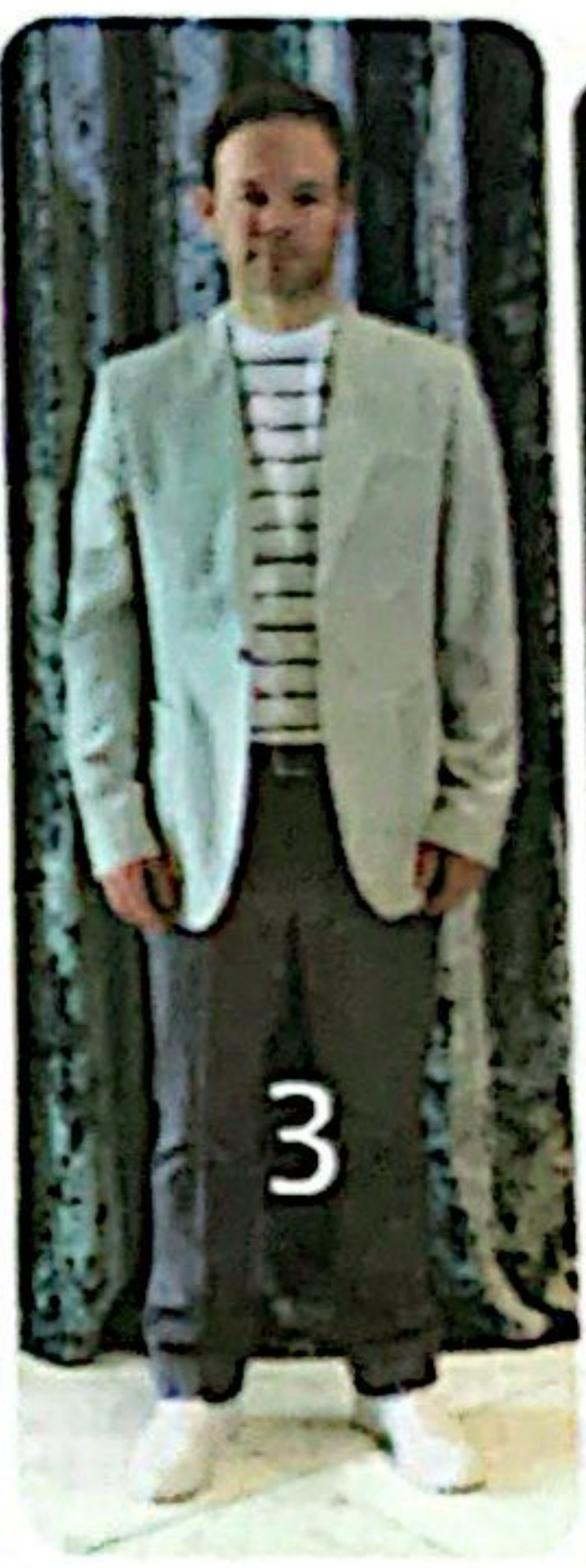
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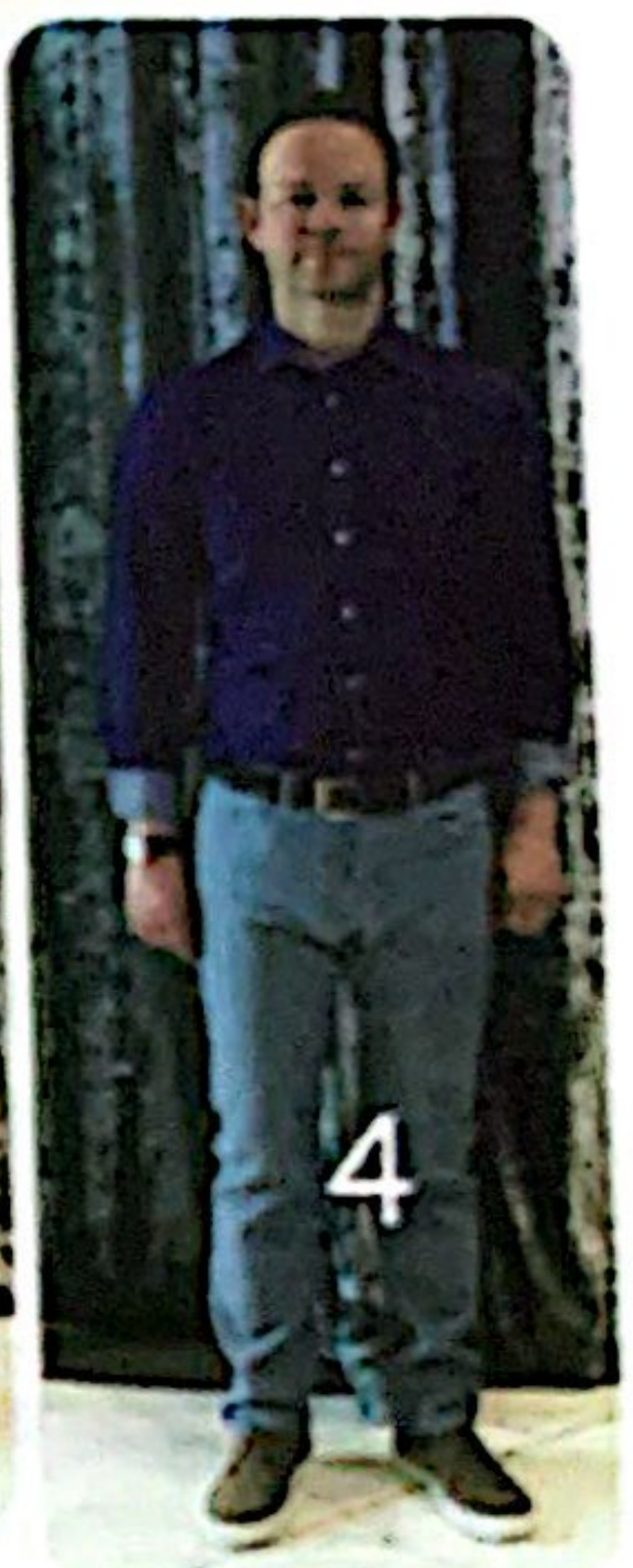

4

a Look at Sam wearing four different outfits. Which one do you think suits him best?

b **Video** Watch *A day with a personal stylist*. Which outfit does Sam like best? What did he think of the experience?

c Watch again. Tick (✓) three things in each group.

What Elin needs to find out about Sam

- what kind of lifestyle he has
- what kind of clothes he wore when he was younger
- where he usually shops for clothes
- what his partner thinks of his clothes
- how he feels about clothes in general

Things Elin thinks are important

- not buying cheap fashion that doesn't last
- checking what you already own before going shopping for clothes
- finding your own style
- having a pair of jeans that makes you feel good
- getting rid of clothes that you never wear

d Do you agree with Elin's tips? Why (not)?

5&6 Revise and Check

GRAMMAR

Circle a, b, or c.

1 Elliot served, but the ball ___ into the net.
a went b was going c had gone

2 The athlete fell when she ___ towards the finishing line.
a run b was running c had run

3 I didn't realize that you two ___ before.
a didn't meet b weren't meeting
c hadn't met

4 **A** I can't find my glasses anywhere.
B ___ them when you left home this morning?
a Did you wear b Were you wearing
c Had you worn

5 ___ walk to work, or do you drive?
a Do you use to b Do you usually
c Use you to

6 When I was a child, I ___ like vegetables.
a don't used to b didn't used to
c didn't use to

7 ___ do any sport at university?
a Did you use to b Use you to
c Did you used to

8 Lots of famous films ___ in San Francisco.
a have shot b have been shot
c has been shot

9 He hates ___ about his private life.
a asking b being asking
c being asked

10 Why ___ in New Zealand?
a is the film being made
b is the film making
c is making the film

11 Some people believe that Shakespeare ___ all his plays.
a didn't really write
b wasn't really written
c weren't really written

12 **A** I've just rung the doorbell, but there's no answer.
B They ___ in the garden. Have a look.
a can't be b might be c can be

13 I'm 29 and he's a bit older than me, so he ___ in his thirties now.
a must be b may be c can't be

14 **A** Alina and Simon have broken up!
B That ___ true! I saw them together just now.
a mustn't be b might be c can't be

15 **A** Does your sister know Leo?
B She ___ him. I'm not sure.
a can't know b may know
c can know

VOCABULARY

a Write the parts of the body that you use to do these actions.

1 smile ________
2 stare ________
3 smell ________
4 clap ________
5 bite ________

b Circle the correct word or phrase.

1 Arsenal *won / beat* Chelsea 2–0.
2 Can you book a tennis *course / court* on Friday?
3 Sports players are very careful not to *get injured / get fit*.
4 Real Madrid *scored / kicked* a goal just before half-time.
5 I *do / go* swimming every morning during the week.

c Complete the words.

1 Lucas is a very cl________ friend. I've known him all my life.
2 My wife and I have a lot in c________.
3 Gina and I lost t________ after we both changed jobs.
4 We g________ to know each other very quickly.
5 Louisa is getting married next month. Her f________ is Italian.

d Write words beginning with *s* for the definitions.

1 ________ the music of a film
2 ________ the translation of the dialogue of a film on screen
3 ________ ________ images often created by a computer
4 ________ the most important actor in a film
5 ________ a part of a film which happens in one place

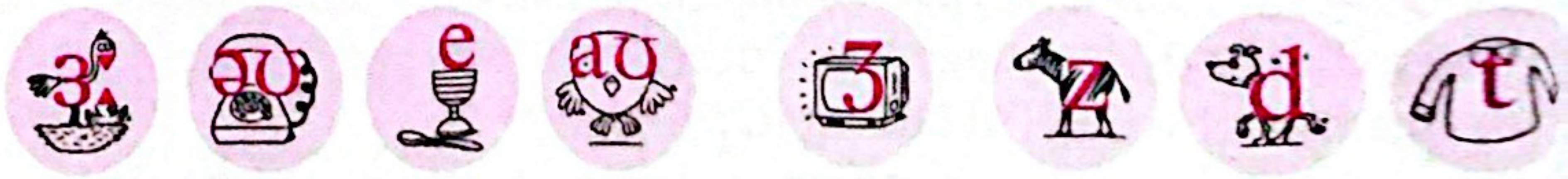
e Complete the sentences with one word.

1 I love working ________ at the gym. I go every evening.
2 The player was sent ________ for insulting the referee.
3 My sister and her boyfriend have broken ________.
4 Did you know Amanda is going ________ with Erik's brother?
5 The film is based ________ a famous novel.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds **Consonant sounds**



bird phone egg owl television zebra dog tie

b Ⓟ **Sound Bank** *p.252–3* Say more words for each sound.

c Which sound in **a** do the **pink** letters have in these words?

1 book**ed**
2 cr**ow**d
3 eye**s**
4 sh**ou**lders
5 w**or**ld

d Underline the stressed syllable.

1 re|fe|ree
2 re|view
3 spec|ta|tors
4 di|rec|tor
5 co|lleague

Can you understand this text?

a Read the article once. What does the article say is the best exercise for all body types?

b **Exam** Read the article again. Complete gaps 1–7 with A–G.

- A People with this body type have a wide choice of sports
- B For the same reason, it takes them longer to build muscle
- C They have broad shoulders and narrow hips, and their arms and legs are muscular
- D Everyone is a combination of types
- E If a person with this body type is very tall
- F It isn't easy for them to lose weight, but they quickly gain muscle
- G This body type is not typically agile or fast

Can you understand these people?

1 Philomena

2 Rachel

3 Aileen

4 Coleen

5 Miranda

Video **Exam** Watch and choose the correct option a, b, or c.

1 Philomena enjoys ___.
   a watching tennis   b doing gymnastics
   c watching diving

2 Rachel says that most people she knows who have been out with someone they met online ___.
   a are still with the other person
   b married the person they met
   c broke up with the person they met

3 Aileen kept a tissue with answers to the exam in ___.
   a her pocket   b the bathroom   c her backpack

4 Coleen ___.
   a prefers the *Lord of the Rings* films to the books
   b loves the books and the films
   c prefers the books to the films

5 Miranda chose a picture for her profile photo because ___.
   a she liked how she looked in it
   b it was taken in Las Vegas
   c it was taken on her wedding anniversary

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ tell an anecdote about something that happened to you using the past simple, past continuous, and past perfect

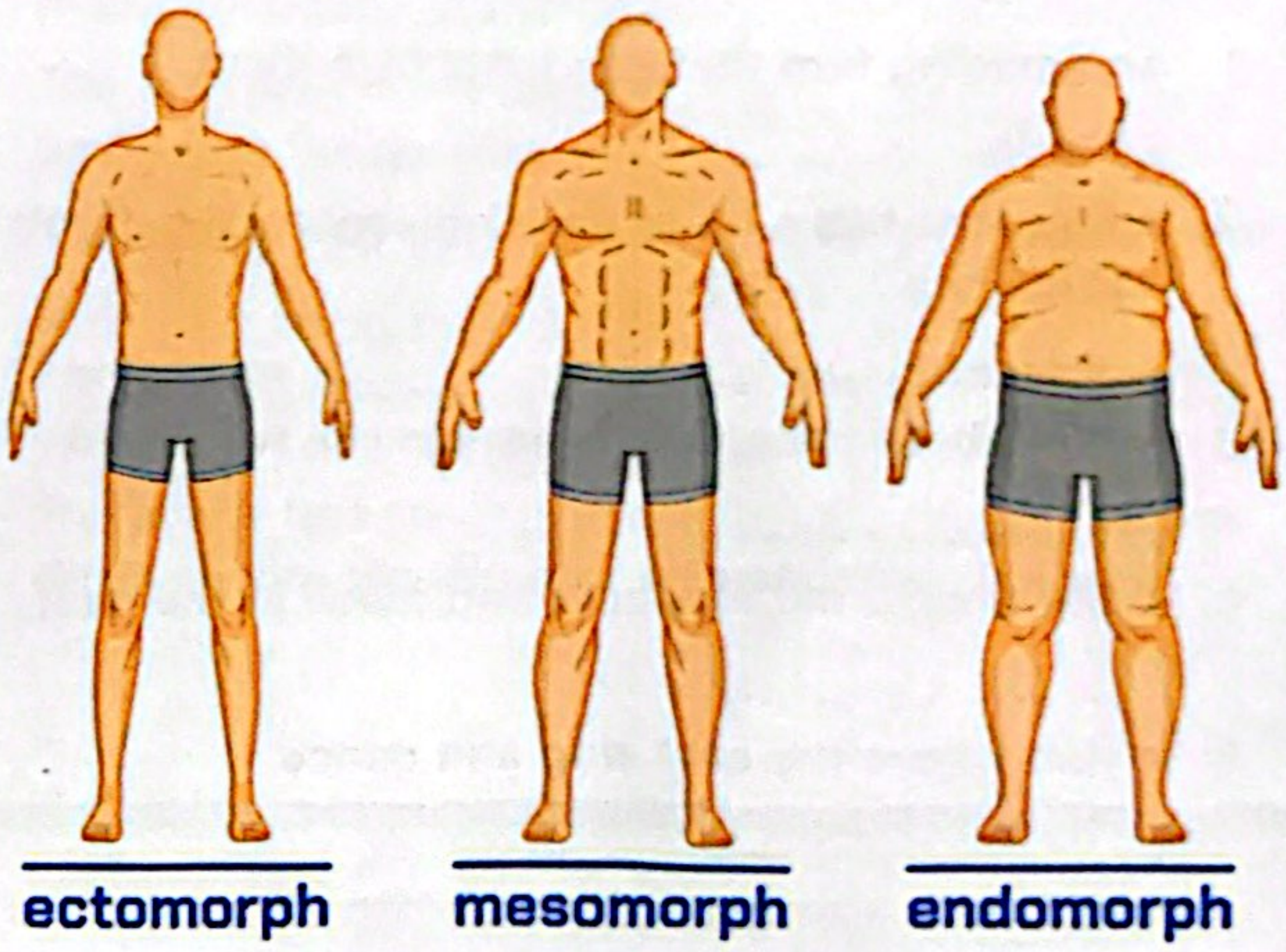
2 ☐ talk about three past and three present habits of yours

3 ☐ describe a film, saying where it was set, what it is based on, who it was directed by, and what you thought of it

4 ☐ make deductions about a photo on a friend's phone using *might be*, *must be*, and *can't be*

WHAT IS THE BEST SPORT FOR YOUR BODY TYPE?

You may have wanted to be a football superstar since you were a child, but this does not mean it is the best sport for you. Both your enjoyment of sport and whether you are actually good at it depends a lot on whether your choice of sport suits your body type. Here are some recommendations for the main body types:



Ectomorph body types are generally tall and slim with little body fat or muscle. Ectomorphs have narrow shoulders, chest, and hips, and thin arms and legs. They have difficulty putting on weight because of a fast metabolism. [1] ___. What suits ectomorphs is endurance sports. Running, swimming, and football are excellent choices for them. [2] ___, basketball is also a good sport for them.

A person with a **mesomorph** body type has the typical shape you imagine when you think of an athlete. [3] ___. Mesomorphs can naturally put on or lose weight and build muscle very easily. [4] ___, such as doing a triathlon (swimming, cycling, running), football, tennis, weightlifting, and other cardio activities.

Endomorphs generally have a higher percentage of body fat. [5] ___. They are often short, with a high waist, and well-developed upper arms and thighs. While an endomorph may not look very athletic, they can be very good at strength sports because of their larger mass. [6] ___, but sports like wrestling, discus-throwing, or weightlifting can work well.

It is important to note that in reality, no one is 100% endomorph or ectomorph. [7] ___. Other factors that affect athletic ability are diet and environment, and genetics also plays a key role. However, the most important thing is to choose a sport you enjoy, because the best exercise of all is the one that you will actually do!

Based on fitness websites

6A Extra information

G passive (all tenses)
V cinema
P regular and irregular past participles

1 VOCABULARY cinema

a Match the words from the list to definitions 1–12.

action film animation biopic ~~comedy~~
horror film musical period drama rom-com
science fiction film thriller war film western

1 an amusing film that has a happy ending
comedy________
2 a film that has a lot of exciting events, e.g. fights and car chases
____
3 a film about imaginary events in the future
____
4 a film that is set in a time and place in the past
____
5 a film where the cast sing and dance
____
6 a film with an exciting story, often about a crime
____
7 a film about the life of a particular person
____
8 a scary film
____
9 a film about soldiers fighting battles
____
10 a film about life in the past in the US
____
11 a film which is made with pictures that appear to move
____
12 a funny film about love
____

b Complete the sentences.

1 The star________ of the film was a famous British actor.
2 I didn't understand the film because the pl________ was very complicated.
3 The actor wanted to play the part as soon as she had read the sc________.
4 Some of the a________ were crying at the end of the film.
5 Most critics have given the film an excellent r________.
6 They only had to shoot the sc________ once.
7 It's a French film, but with English s________.
8 You'll have to wait for the s________ to find out what happens next.
9 My favourite s________ is the music from *Guardians of the Galaxy*.
10 The best thing about the film was the sp________ e________. They were very realistic.
11 The director is looking for e________ to act in the crowd scenes.
12 The c________ was a mixture of British and American actors.
13 *The Times* film cr________ didn't like the film at all.
14 The two actors first met on the s________ of the film *La La Land*.
15 I've seen the tr________, and it looks like a really interesting film.
16 The actor is using an old handbag as a pr________ in this part of the film.

2 GRAMMAR passive (all tenses)

a Circle the correct form, active or passive.

1 The film *sets* / [✓ *is set*] in Manchester in the 1980s.
2 A well-known comedy writer *wrote* / *was written* the script.
3 Special effects *will use* / *will be used* to create the monster.
4 Some of the extras *have invited* / *have been invited* to the film premiere.
5 Cinemas all over the country *are showing* / *are being shown* the musical.
6 The drama *is going to dub* / *is going to be dubbed* into other languages.
7 It was very windy while they *were filming* / *were being filmed* the final scenes.
8 Tickets for the show *can buy* / *can be bought* online.

b Complete the text with the phrases from the list.

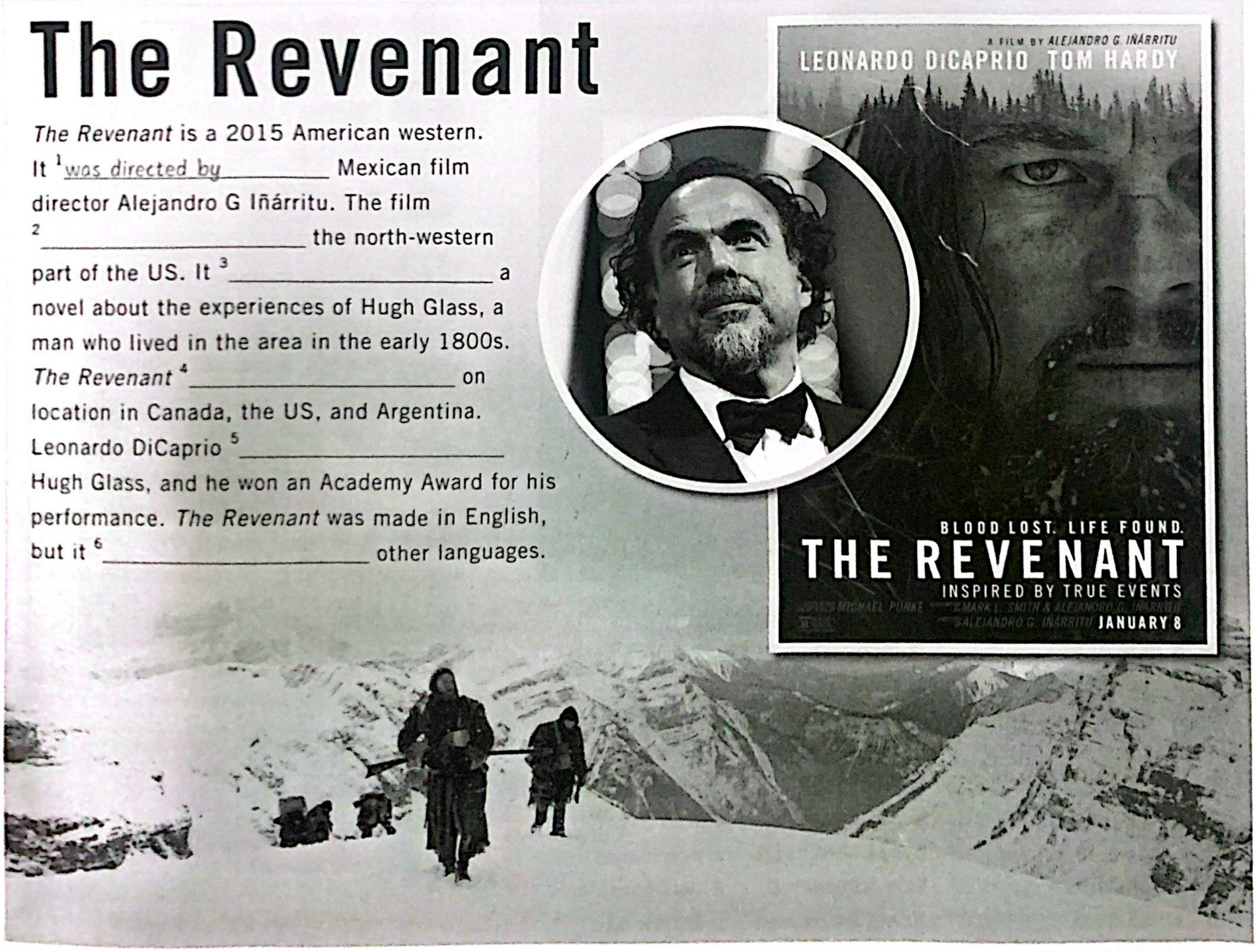
is based on   is set in   plays the part of
~~was directed by~~   was dubbed into   was shot

c Complete the sentences with the correct passive form of the verbs in brackets.

1 The director's new film ________________ on a true story. (base)
2 I've just read that Rachel Zegler ________________ for an Oscar. I hope she wins! (nominate)
3 The final scene ________________ in Nigeria right now. (film)
4 The actor looked very different because he ________________ into an old man by the make-up artist. (transform)
5 The first Star Wars films ________________ by George Lucas. (direct)
6 The actors had time to learn the script while the set ________________. (build)
7 The sequel ________________ next year. (release)
8 The scene had to ________________ several times before the director was satisfied. (shoot)

The Revenant

The Revenant is a 2015 American western. It [1] was directed by Mexican film director Alejandro G Iñárritu. The film [2] ________________ the north-western part of the US. It [3] ________________ a novel about the experiences of Hugh Glass, a man who lived in the area in the early 1800s. *The Revenant* [4] ________________ on location in Canada, the US, and Argentina. Leonardo DiCaprio [5] ________________ Hugh Glass, and he won an Academy Award for his performance. *The Revenant* was made in English, but it [6] ________________ other languages.

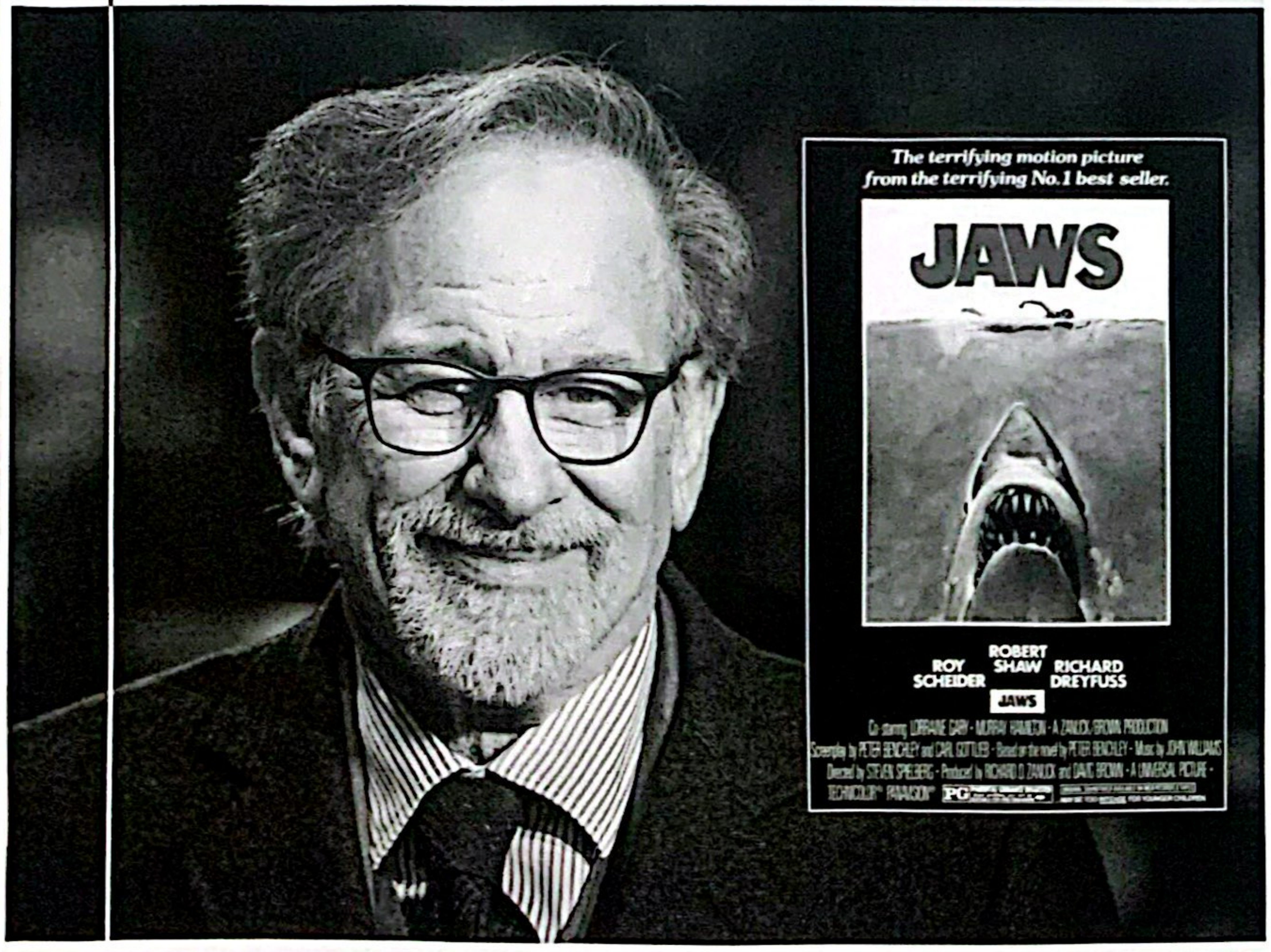


d Read the article. Circle a, b, or c.

Steven Spielberg

Four decades of film history

Steven Spielberg ¹____ films for over 50 years. The film that made him famous around the world was *Jaws*, which ²____ in 1975. *Jaws* ³____ the story of a holiday resort where swimmers ⁴____ by a huge great white shark. Spielberg had many problems with the mechanical sharks while the film ⁵____, but he managed to finish it in the end. *Jaws* was extremely successful, and it ⁶____ three Academy Awards. Since then, Spielberg ⁷____ many films which have since become classics, including *Close Encounters of the Third Kind*, *E.T.*, and *Jurassic Park*. He ⁸____ the Oscar for Best Director eight times and has won the award twice: for *Schindler's List* and *Saving Private Ryan*. Today, Spielberg ⁹____ to be one of the most popular directors and producers in film history. Both film studios and audiences ¹⁰____ him when he eventually retires.


The terrifying motion picture from the terrifying No.1 best seller.
JAWS
ROY SCHEIDER
ROBERT SHAW
RICHARD DREYFUSS

1 [✓ **a** has been making] **b** has been made **c** is made
2 **a** is released **b** released **c** was released
3 **a** is told **b** tells **c** was told
4 **a** are being attacked **b** are attacking **c** attack
5 **a** was shot **b** shoot **c** was being shot
6 **a** was won **b** won **c** was being won
7 **a** has been directed **b** has directed **c** was directed
8 **a** has been nominated **b** has nominated **c** nominated
9 **a** considers **b** is considered **c** was considered
10 **a** will miss **b** will be missed **c** is missed

3 PRONUNCIATION regular and irregular past participles

a Look at the past participles. Which sounds do the letters in **bold** have? Write the words from the list in the correct column in the chart.

said shot stolen taken used waited
~~watched~~ won worn written

tie	1 finished looked watched
dog	2 filmed played
/ɪd/	3 added directed
fish	4 built given
clock	5 cost gone
horse	6 brought drawn
egg	7 felt left
up	8 done drunk
train	9 based made
phone	10 chosen flown

b 6.1 Listen and check. Then listen again and repeat the groups of words.

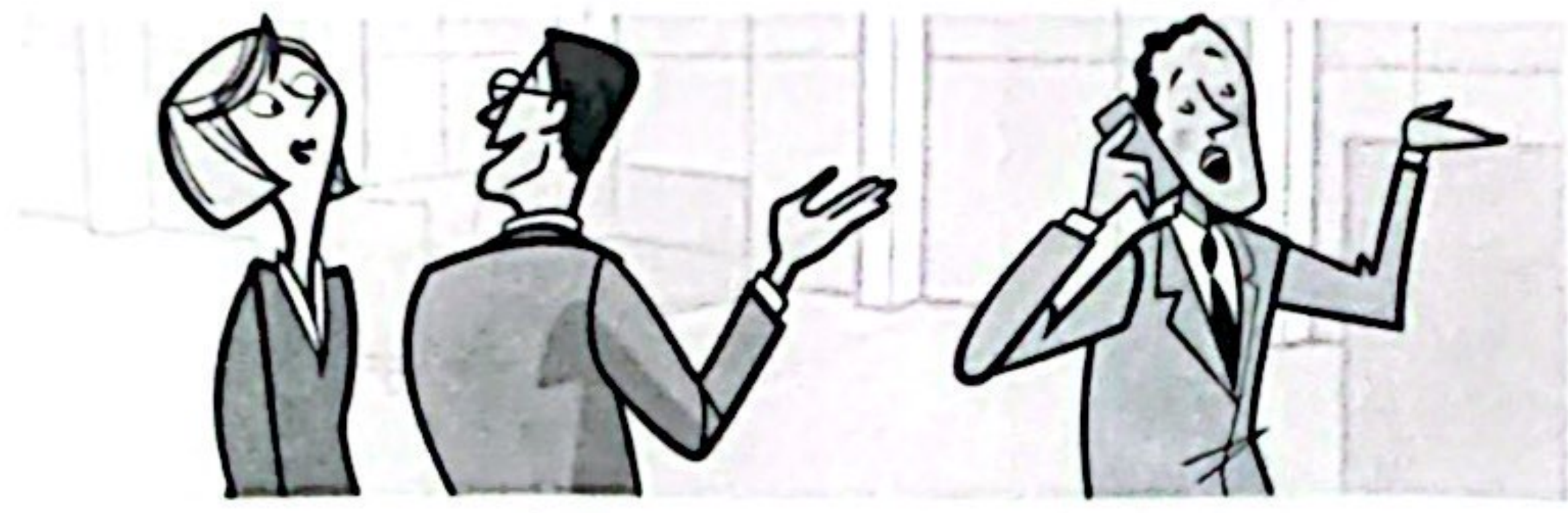
6B

In the picture

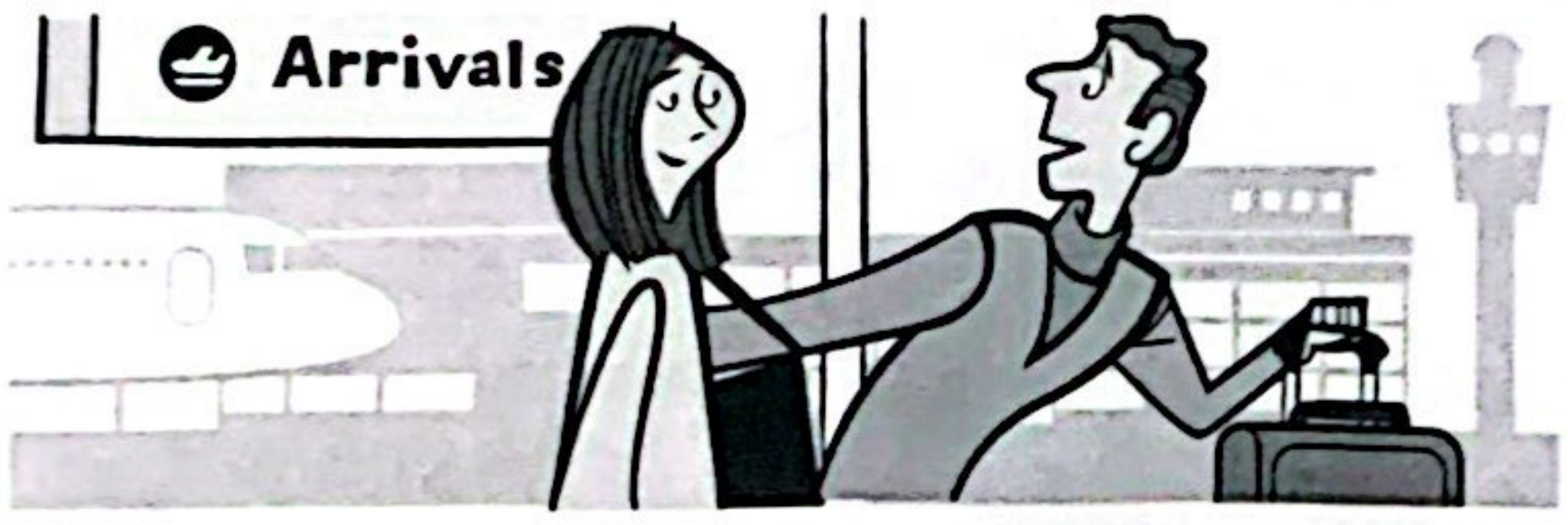
G modals of deduction: *might*, *can't*, *must*
V the body
P diphthongs

1 GRAMMAR modals of deduction

a Circle the correct words.

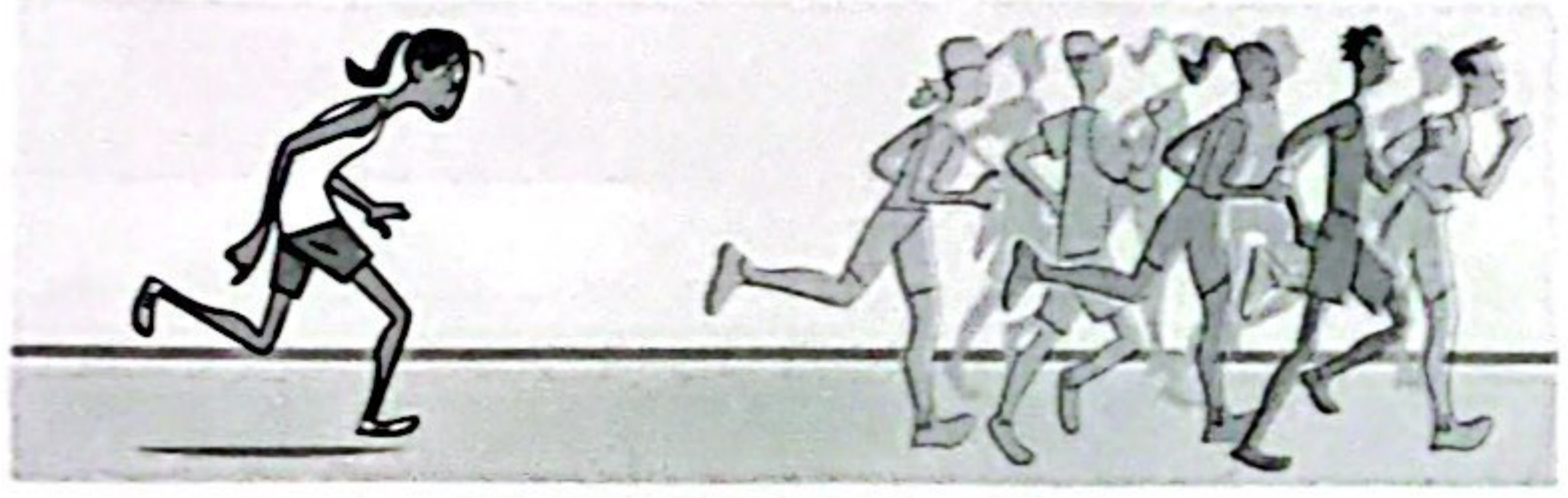


1 That man [✓ *can't*] / *must* be the new boss. Our new boss is a woman.

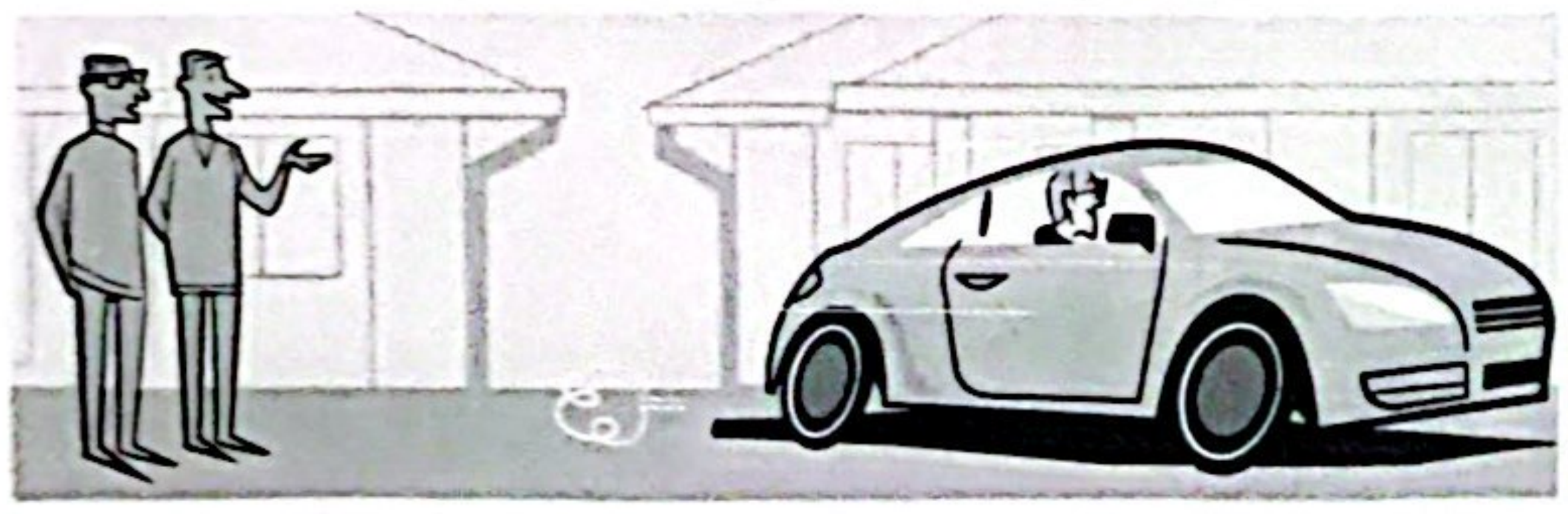


2 You *must* / *can't* be really tired. You've had a long trip.

3 I'm not sure what book to buy Oliver. He *might not* / *mustn't like* the same kind of things as me.



4 Paula *can't* / *could* be injured. She isn't running very well at all today. She's very slow.



5 Your neighbour *must* / *might not* have a good job. He has a very expensive car.

6 Arvin and Molly *must* / *can't* have much money. They never go out.

b Complete the sentences with *must*, *might*, *might not*, or *can't*.

1 He lived in Argentina for five years, so he *must* speak good Spanish!

2 You ________ be very busy at work. You're always on Facebook!

3 I'm not sure what this fish is. It ________ be tuna.

4 Mark passed all his exams. His parents ________ be very proud.

5 **A** I think England will win tonight.
B You ________ be serious! They have no chance!

6 Lucia wasn't feeling well this afternoon, so she ________ come to the party tonight. She said she'd let us know later today.

7 I thought our neighbour was away on holiday, but she ________ be – I've just seen her in her garden.

8 It's very cold and cloudy this evening. I think it ________ snow.

c Rewrite the highlighted sentences. Use *might (not)*, *can't*, or *must*.

1 They've been knocked out of the tournament. I'm sure they're disappointed.
They *must be disappointed*.

2 Emily's late. It's possible that she has a meeting.
She ________.

3 It's 8.30 and Tom's still in bed. I'm sure he isn't going to work today.
He ________.

4 Don't buy that jumper for Ruth. It's possible that she won't like it.
She ________.

5 We've only walked three kilometres. I'm sure you aren't tired already.
You ________.

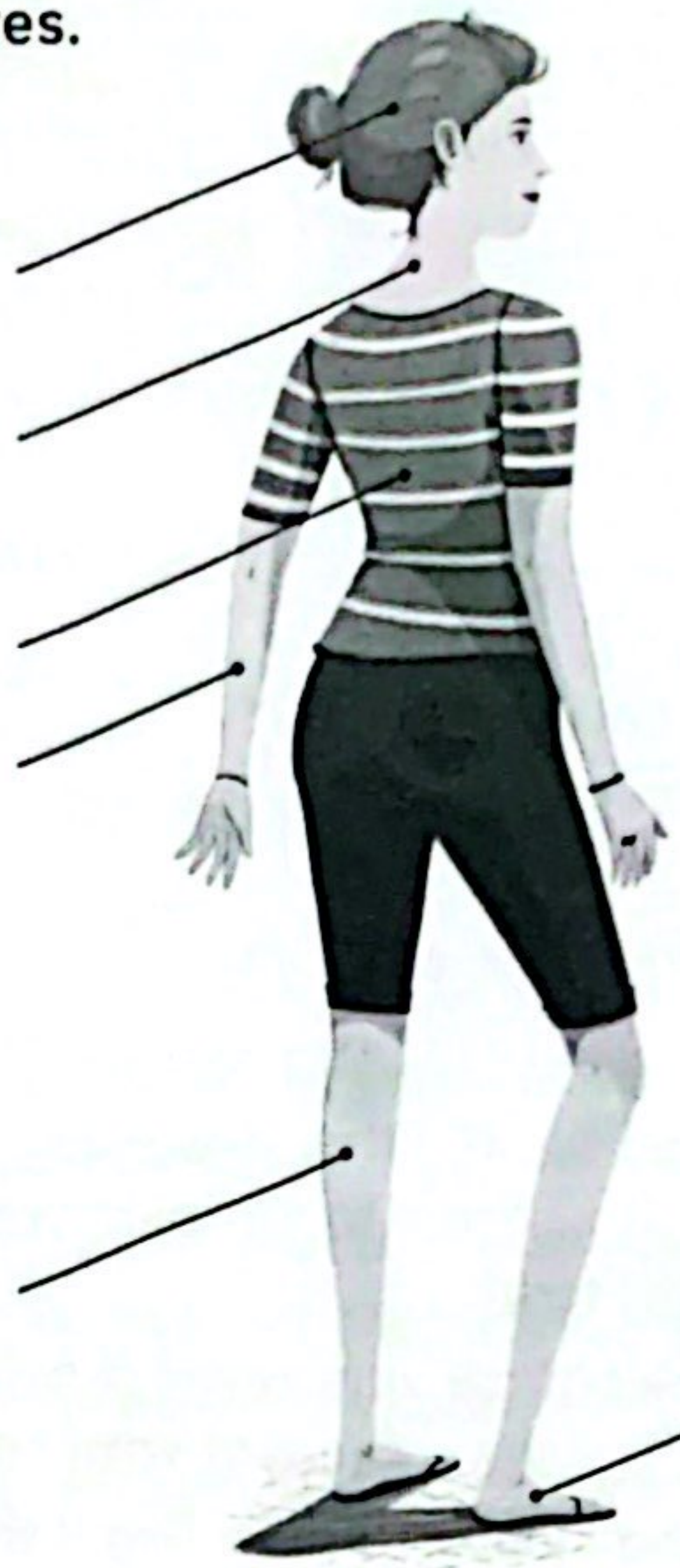
6 Susie's been studying all night. I'm sure she has an exam tomorrow.
She ________.

7 We've been waiting ages for the lift. It's possible that it isn't working.
It ________.

8 My brother isn't answering his phone. It's possible that he's driving home from work.
He ________.

2 **VOCABULARY** the body

a **Label the pictures.**



1 *head*

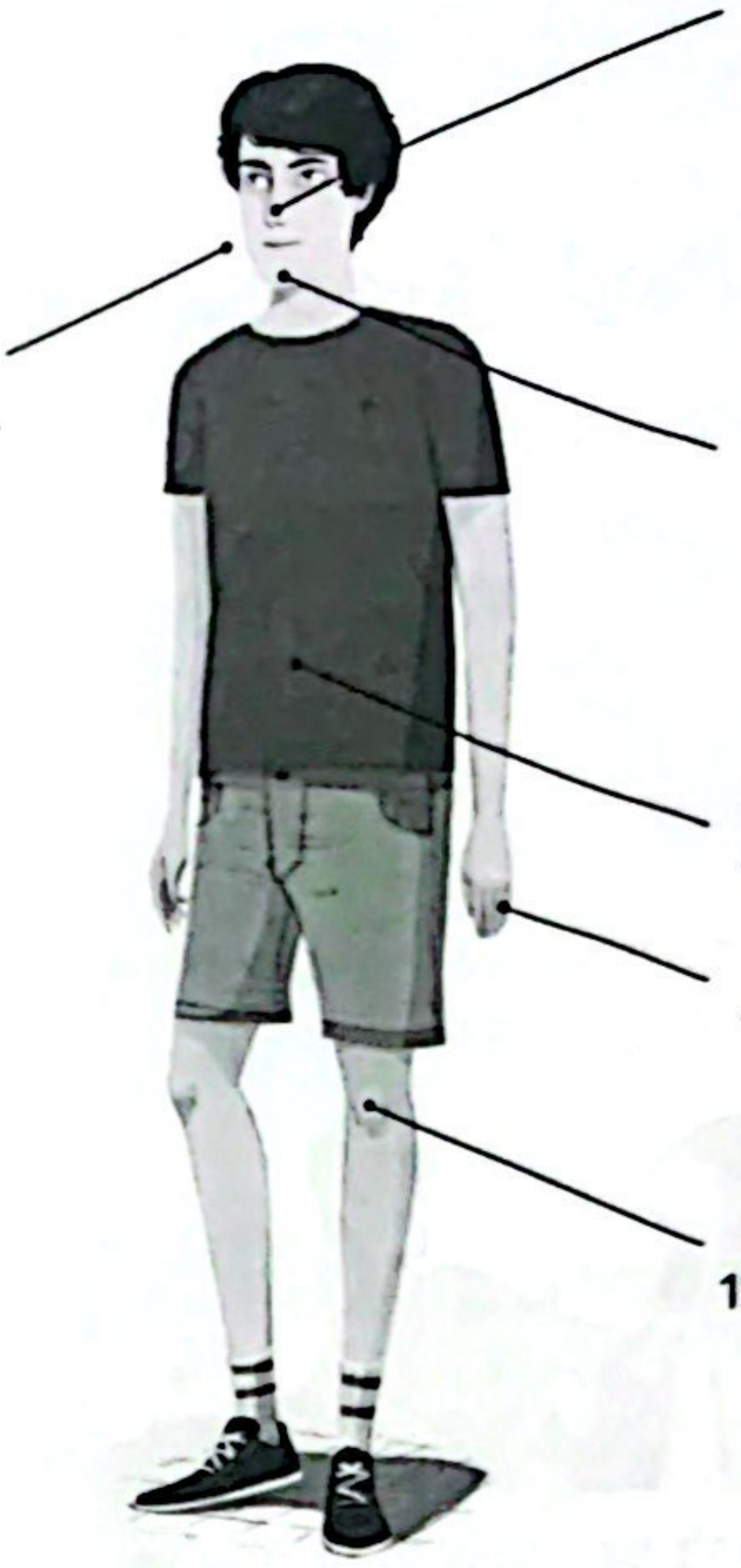
2 n

3 b

4 a

5 l

6 fe



7 f

8 n

9 ch

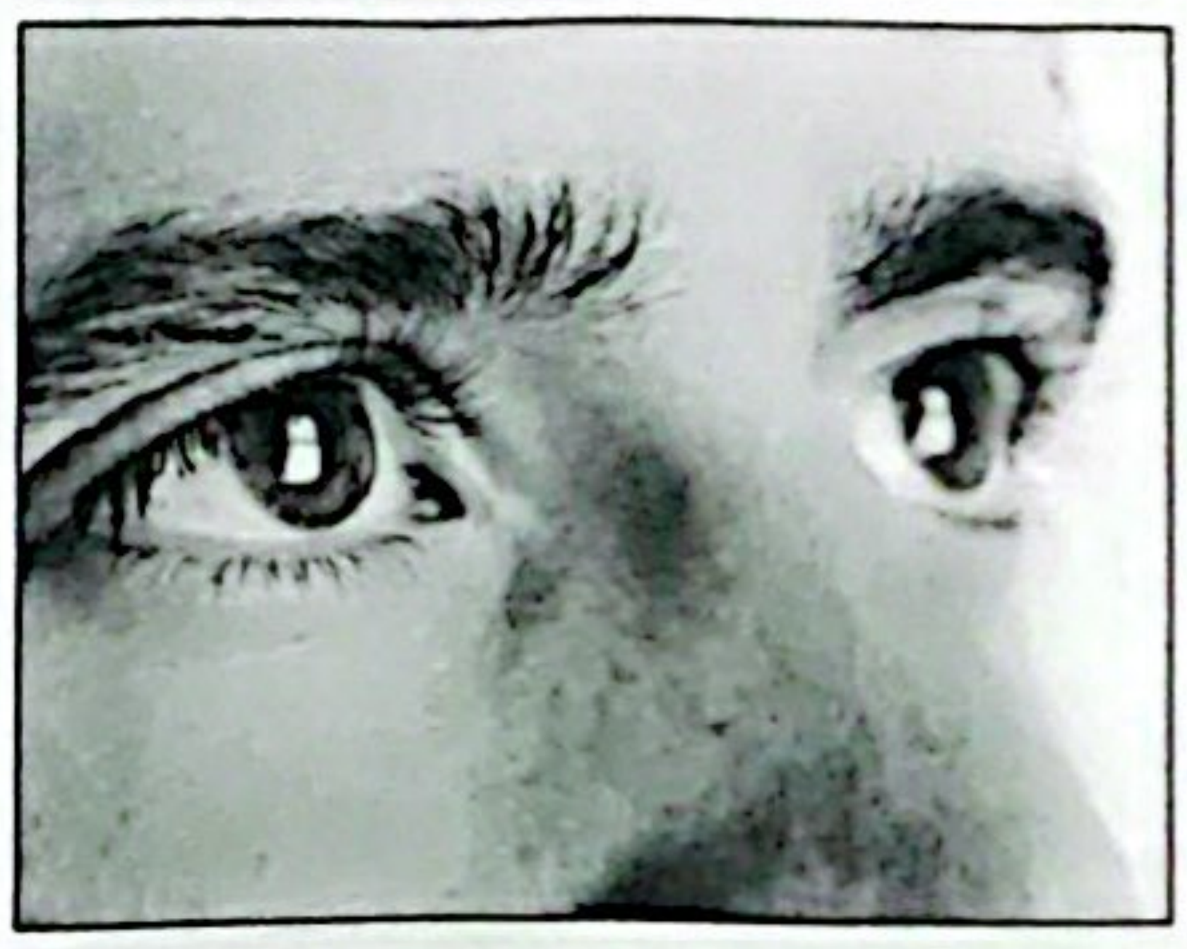
10 st

11 f

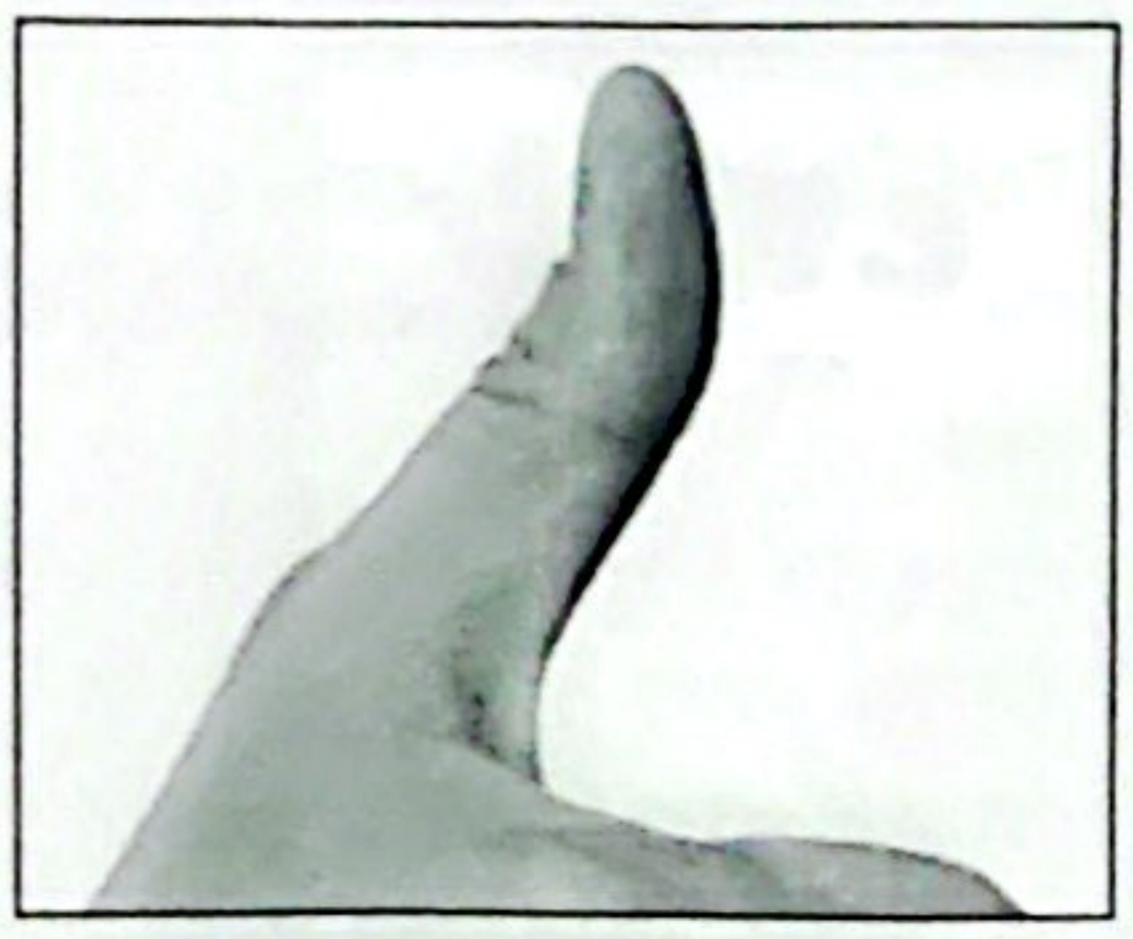
12 kn

b **Label the pictures with a word from the list.**

back chin ears ~~eyes~~ hands lips mouth neck teeth thumb toes tongue



1 *eyes*



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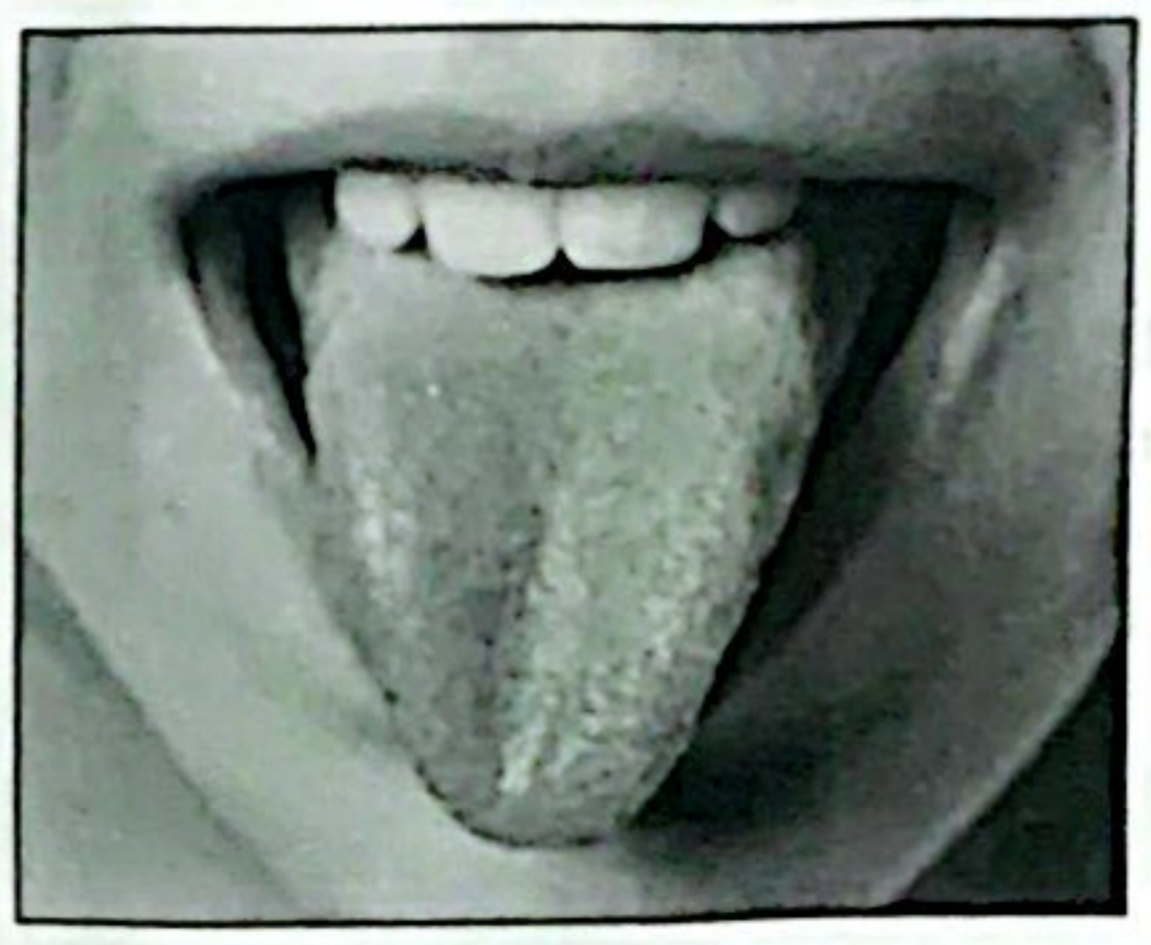

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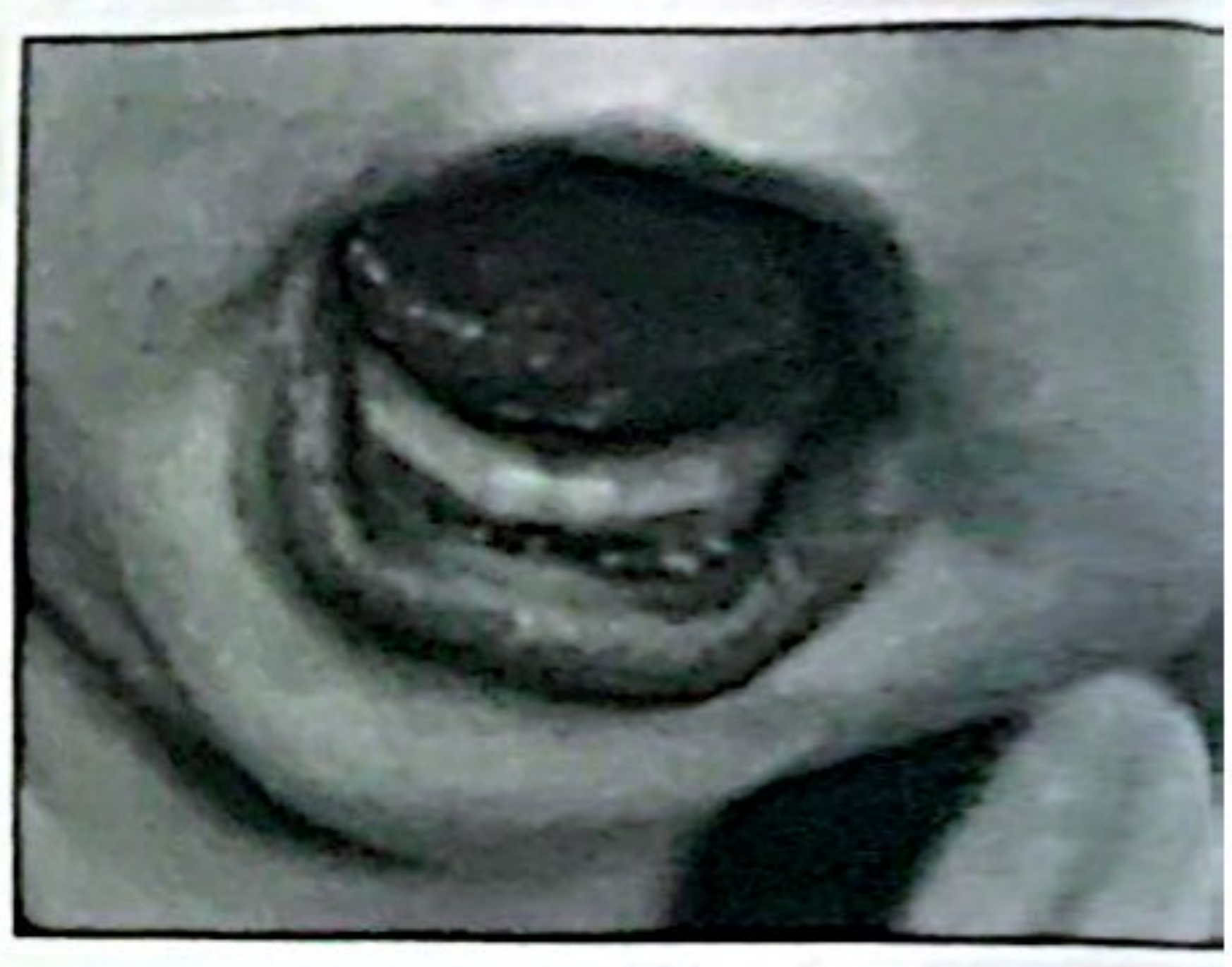

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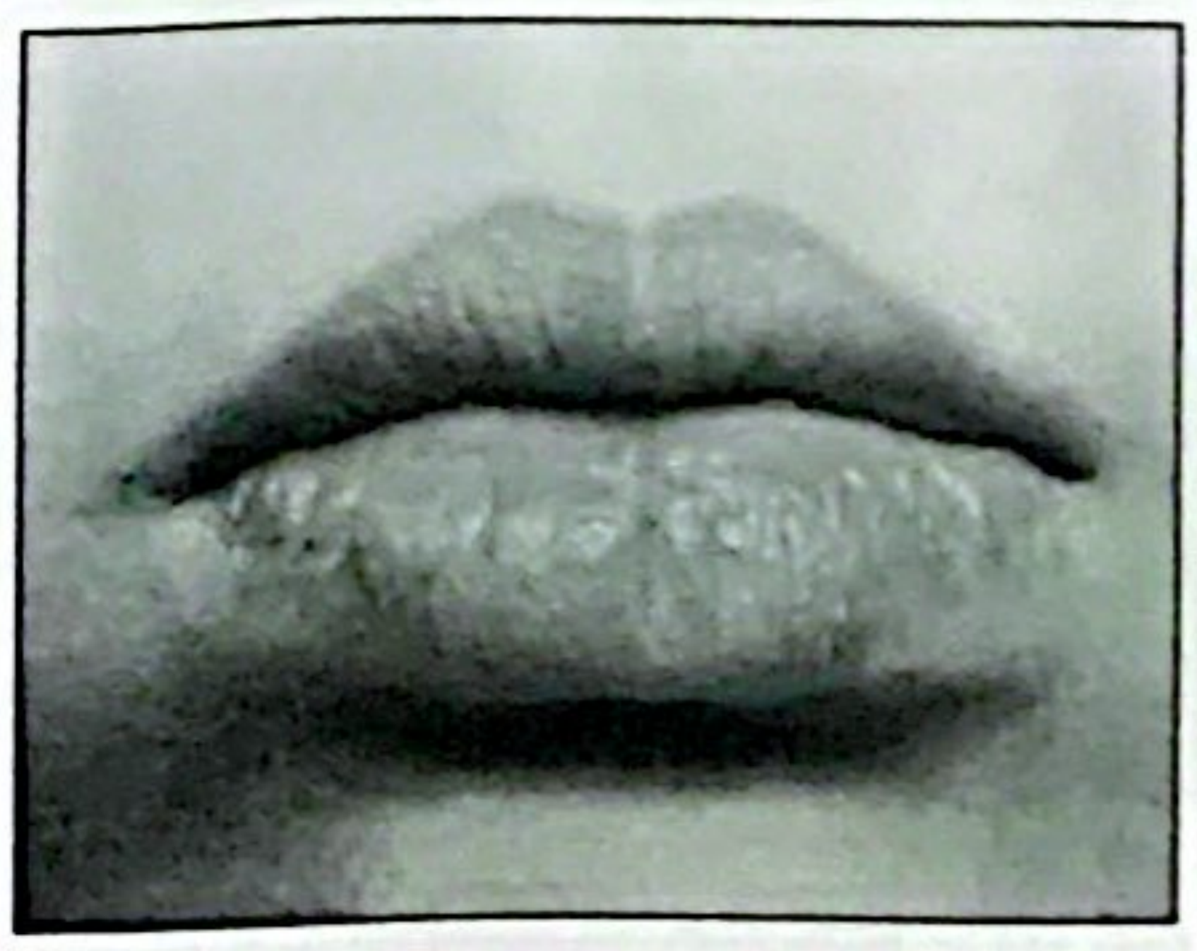

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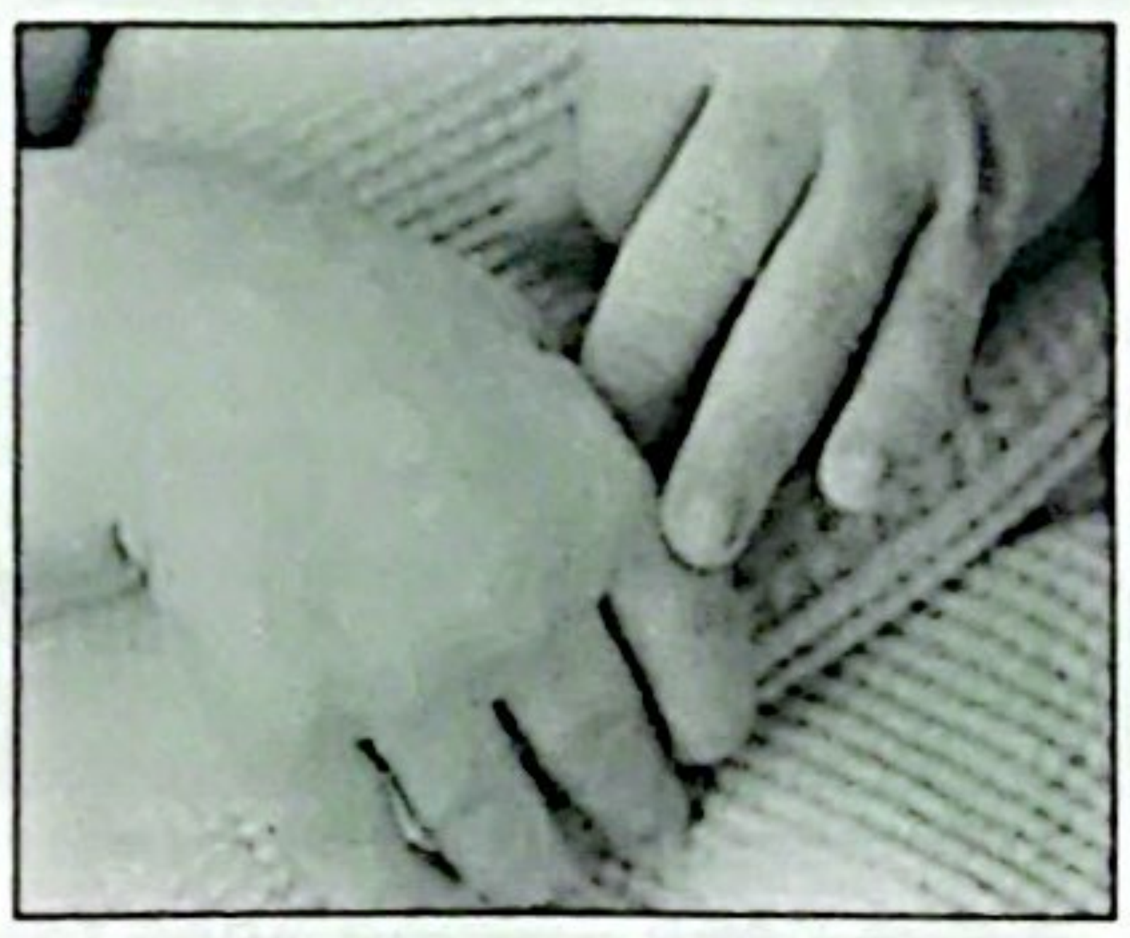

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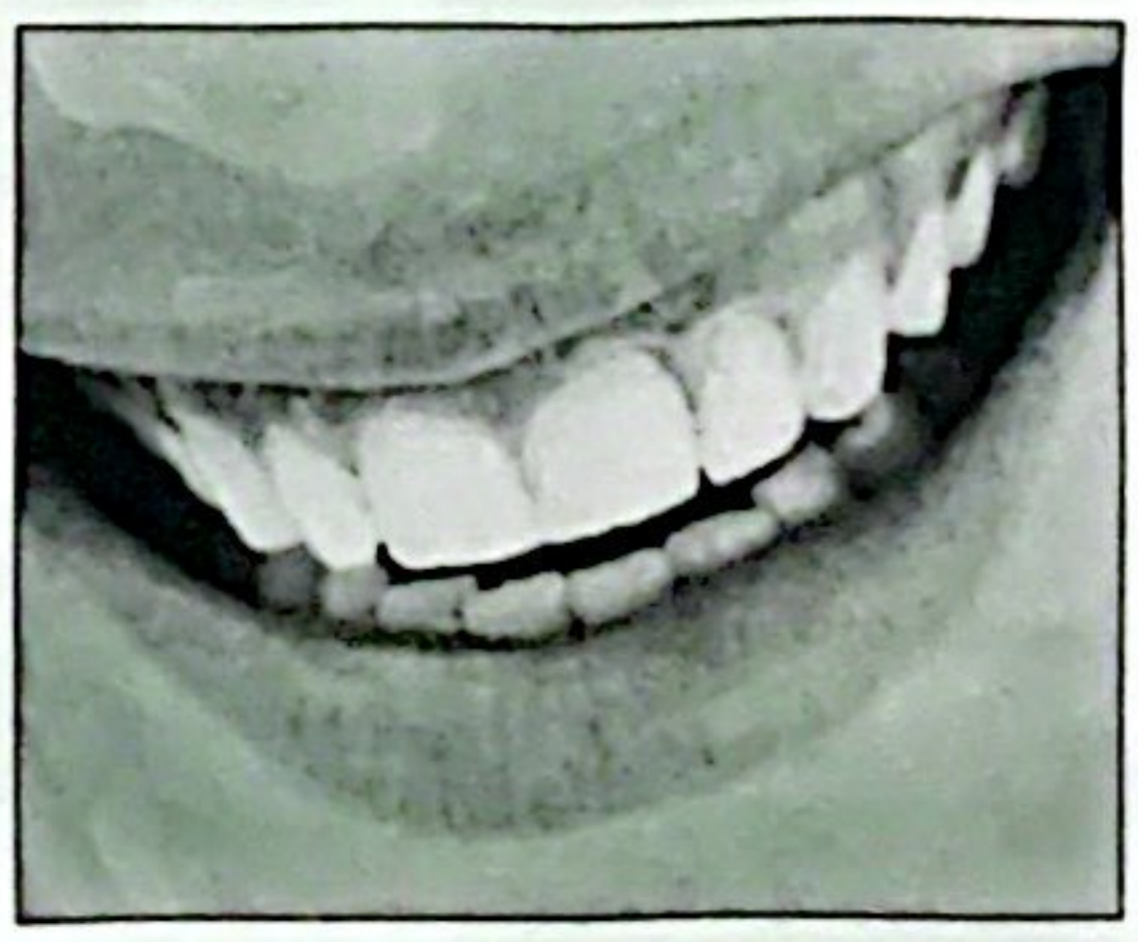

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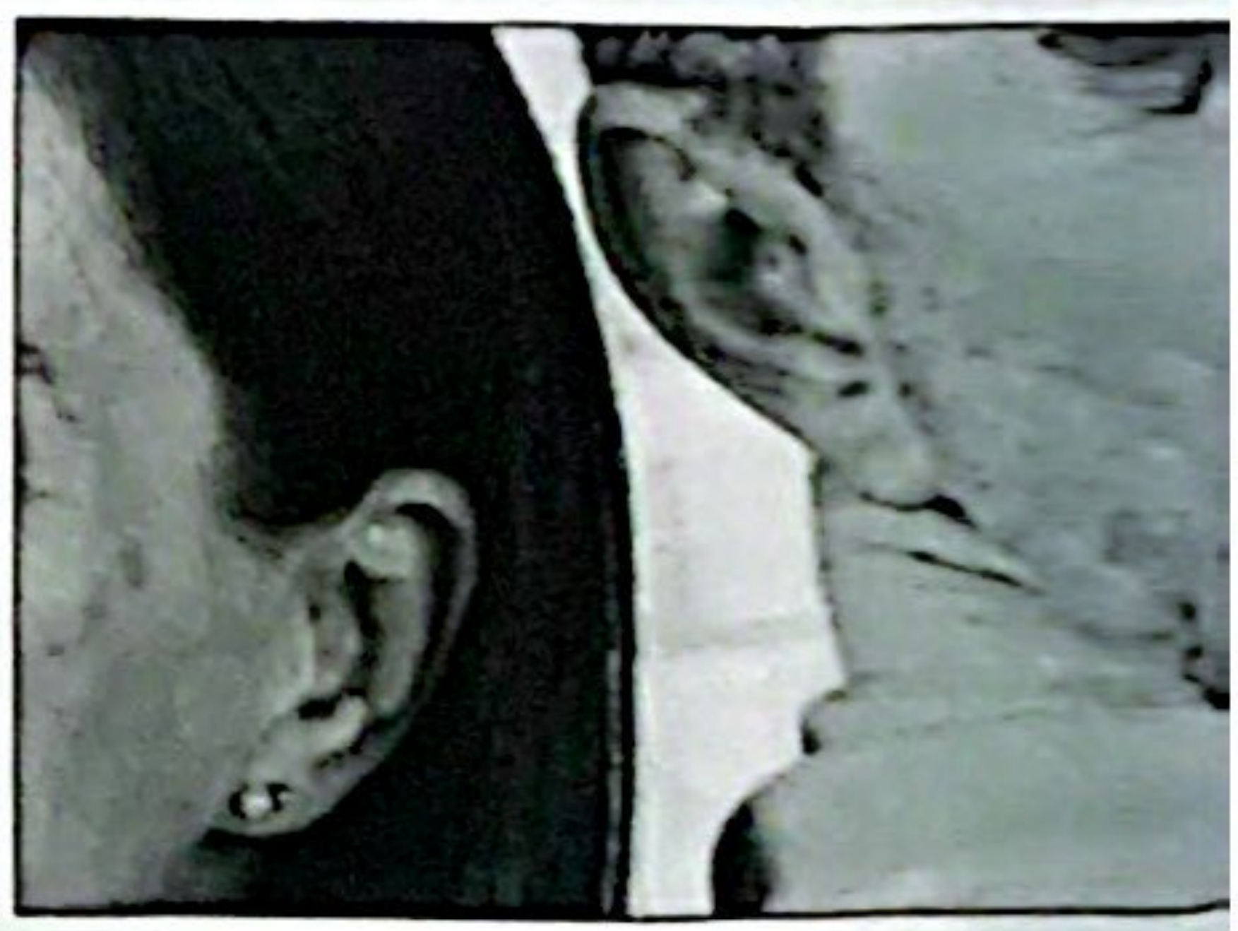

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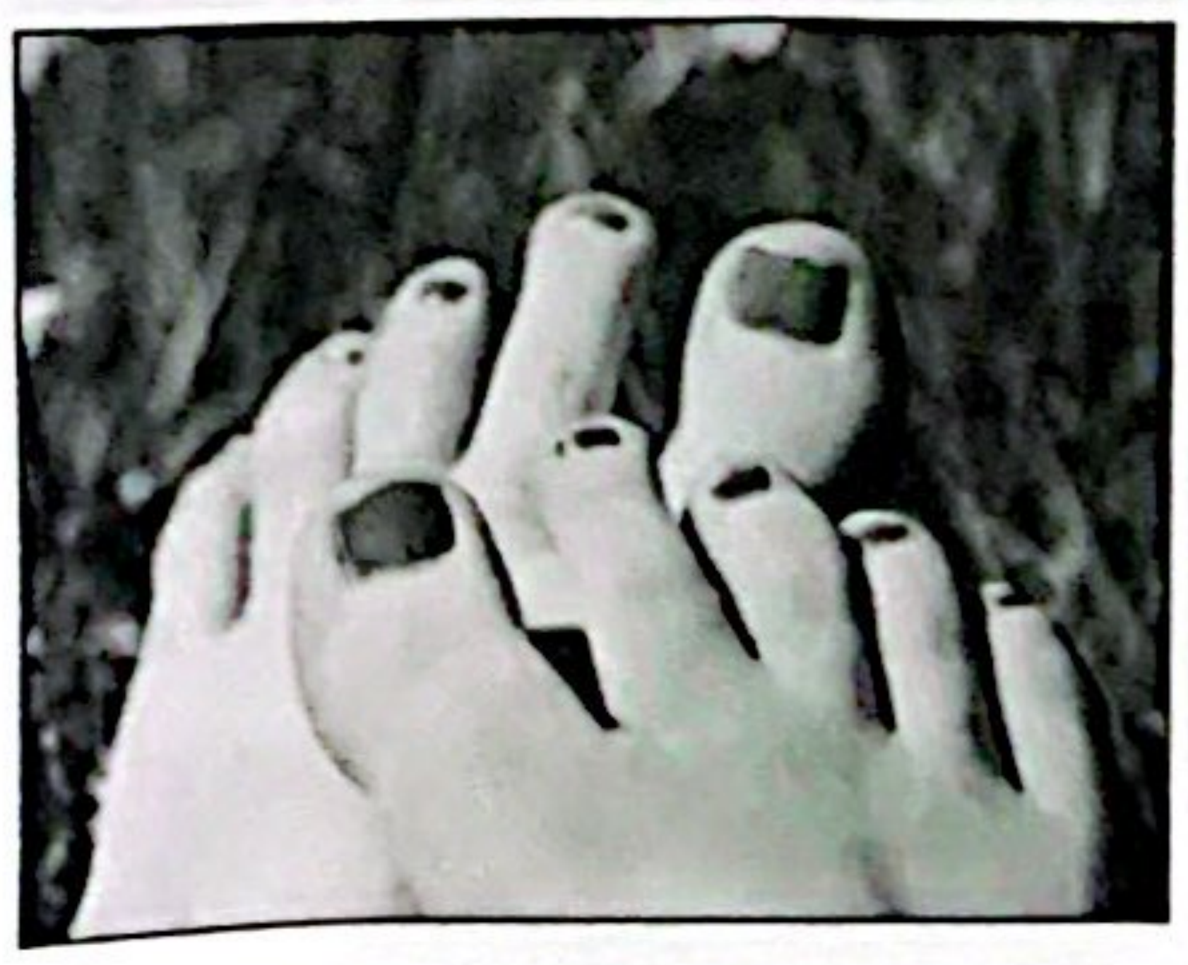

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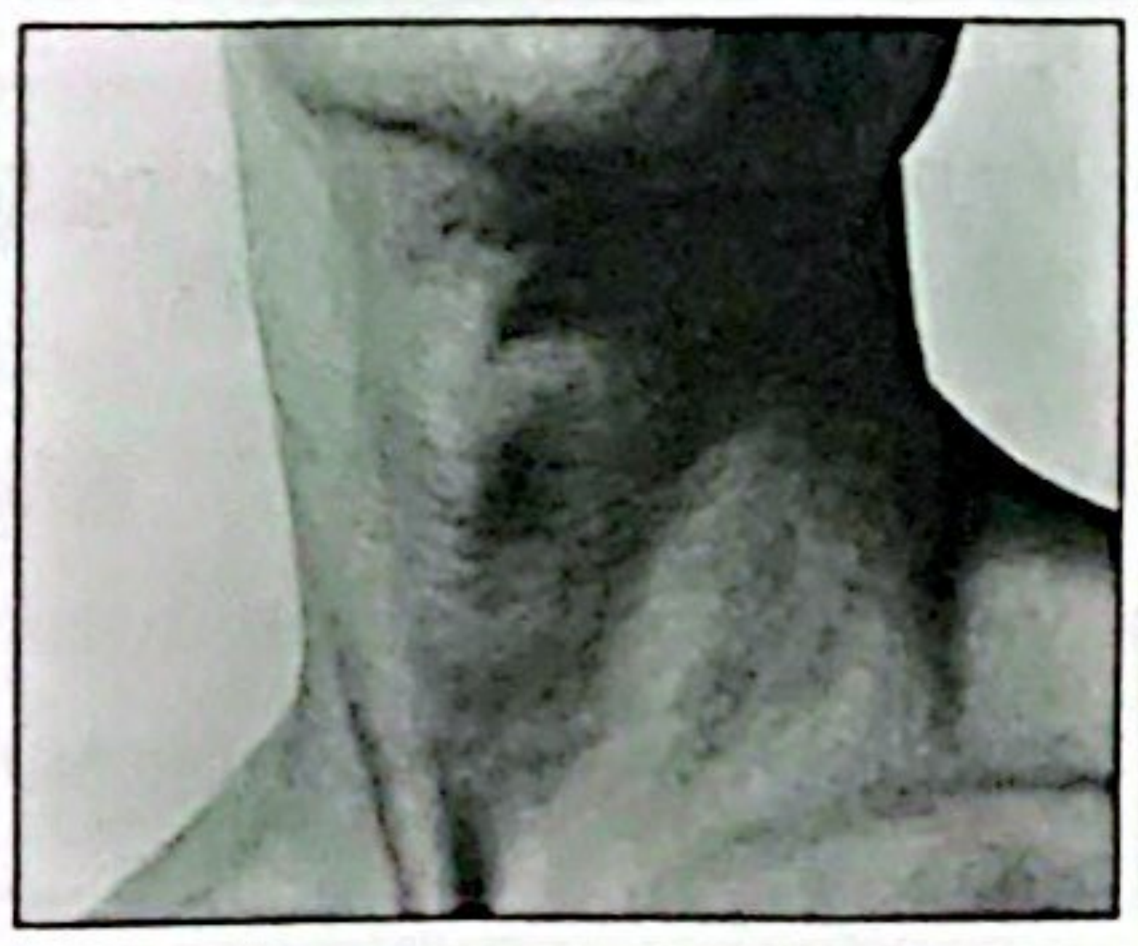

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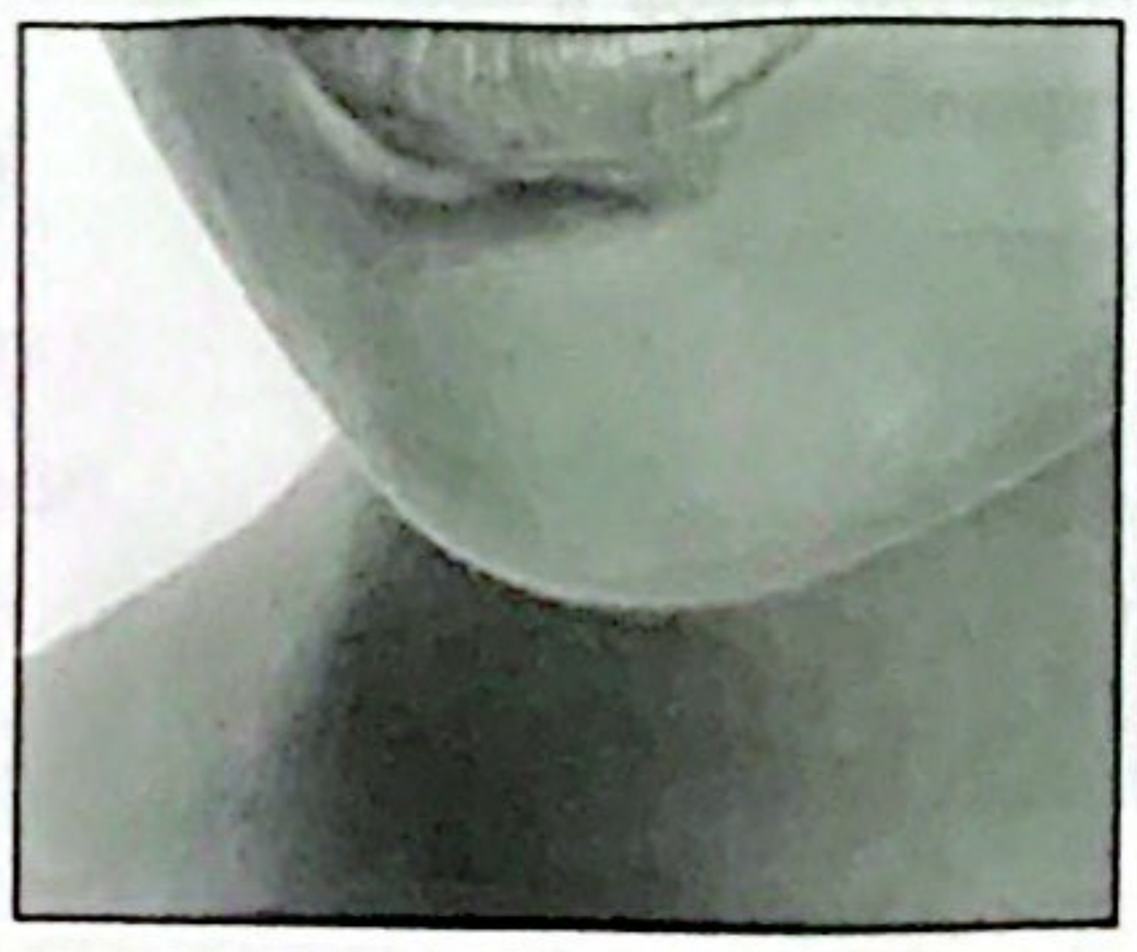

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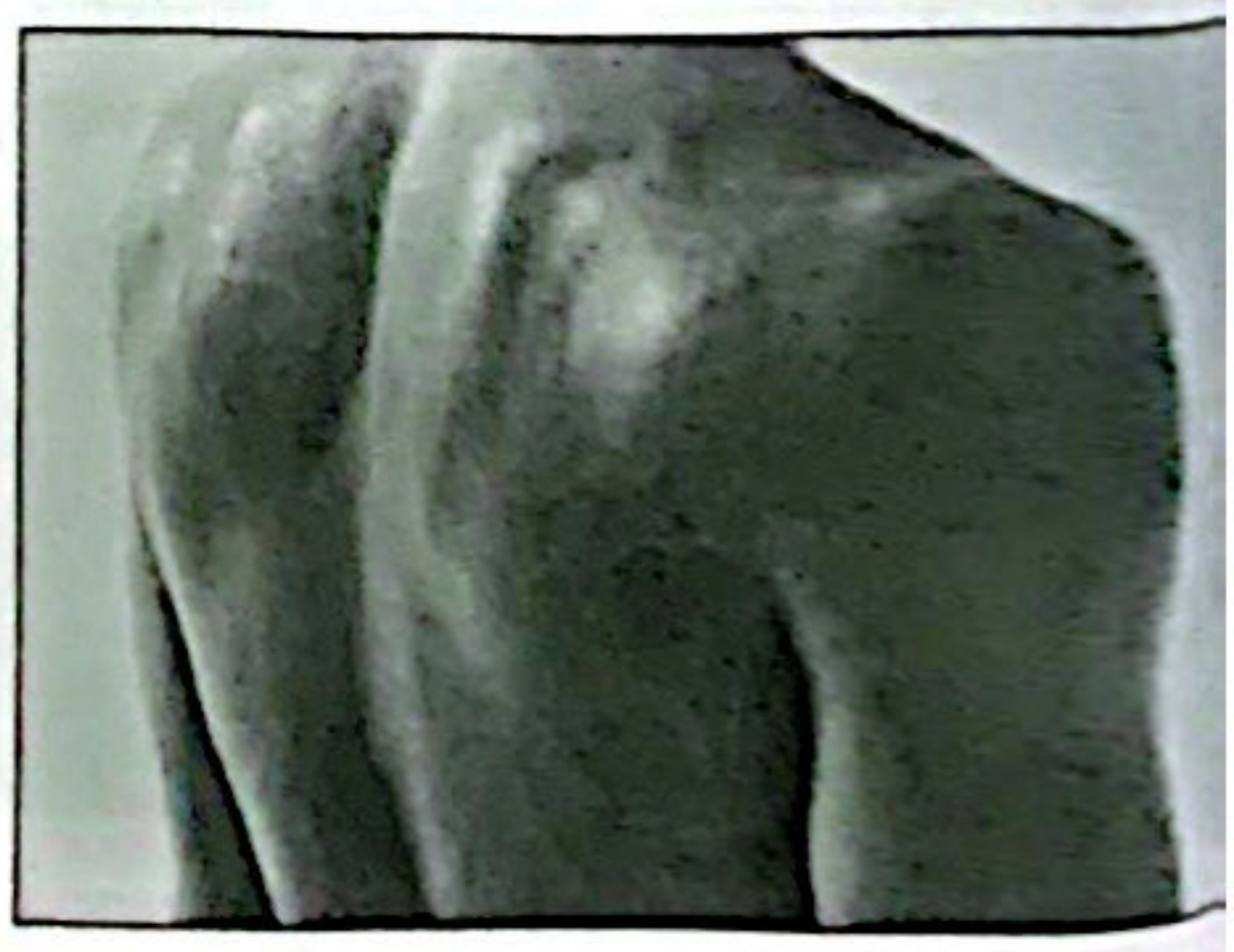


12

c **Complete the sentences with a verb from the list.**

bite clap kick nod point smell
smile ~~stare~~ taste touch whistle

1 It's rude to stare at people. It can make them feel uncomfortable.
2 You'll have to ___________ the ball harder to score a goal.
3 Don't ___________ that plant with your hand – it's poisonous.
4 If you're in another country and don't speak the language, you can ___________ at the thing you want in a shop or café.
5 I can ___________ something burning. Did you turn off the oven?
6 My grandparents always look unhappy in photos because they never ___________ at the camera.
7 He was too embarrassed to speak, but he was able to ___________ his head to show he had understood.
8 Did the audience ___________ much at the end of the concert?
9 Lisa doesn't like dogs because she's afraid they'll ___________ her.
10 I often ___________ my favourite song when I'm in the shower.
11 Can you ___________ the soup? Do you think it's spicy enough?

d **Complete the sentences with a part of the body.**

1 You kick with your foot.
2 You point with your ___________.
3 You smile with your ___________.
4 You taste with your ___________.
5 You nod with your ___________.
6 You stare with your ___________.
7 You smell with your ___________.
8 You touch with your ___________.
9 You whistle with your ___________.
10 You bite with your ___________.
11 You clap with your ___________.

3 PRONUNCIATION diphthongs

a **Circle the word with a different sound.**

aɪ bike	1 bite smile height [✓ weight]
eɪ train	2 face great eyes taste
əʊ phone	3 nose tongue throw toes
aʊ owl	4 sound crowd mouth shoulders
eə chair	5 hair here stare wear

b 6.2 **Listen and check. Then listen again and repeat the words.**

5 Exam skills

Writing: An email

Exam tips: Writing an email

- Read the task carefully. Think about who you are writing to, why you are writing, and if your email is formal or informal.
- Think about the information you need to include and how to answer any questions.
- Make sure you use the right language and that your sentences link together.
- Check your work for mistakes and that you have included all the information in the task.

a **Read the email from your English-speaking friend, Alex, and read the task. Why did Alex write the email? Is his language formal or informal?**

b **Read the email again. Make notes for the answers to Alex's questions.**

1 Why is it a good idea to go to the cinema?
2 Is Friday or Saturday best? Why?
3 What kind of films do you like?
4 What food do you like or not like?

c **Plan your email to Alex. Use your notes in b and think about the following:**

- Why are you writing?
- What information do you need to include?
- Are you going to use formal or informal language?
- What language are you going to use, e.g. making / responding to suggestions, saying what you like and why?

____

____

____

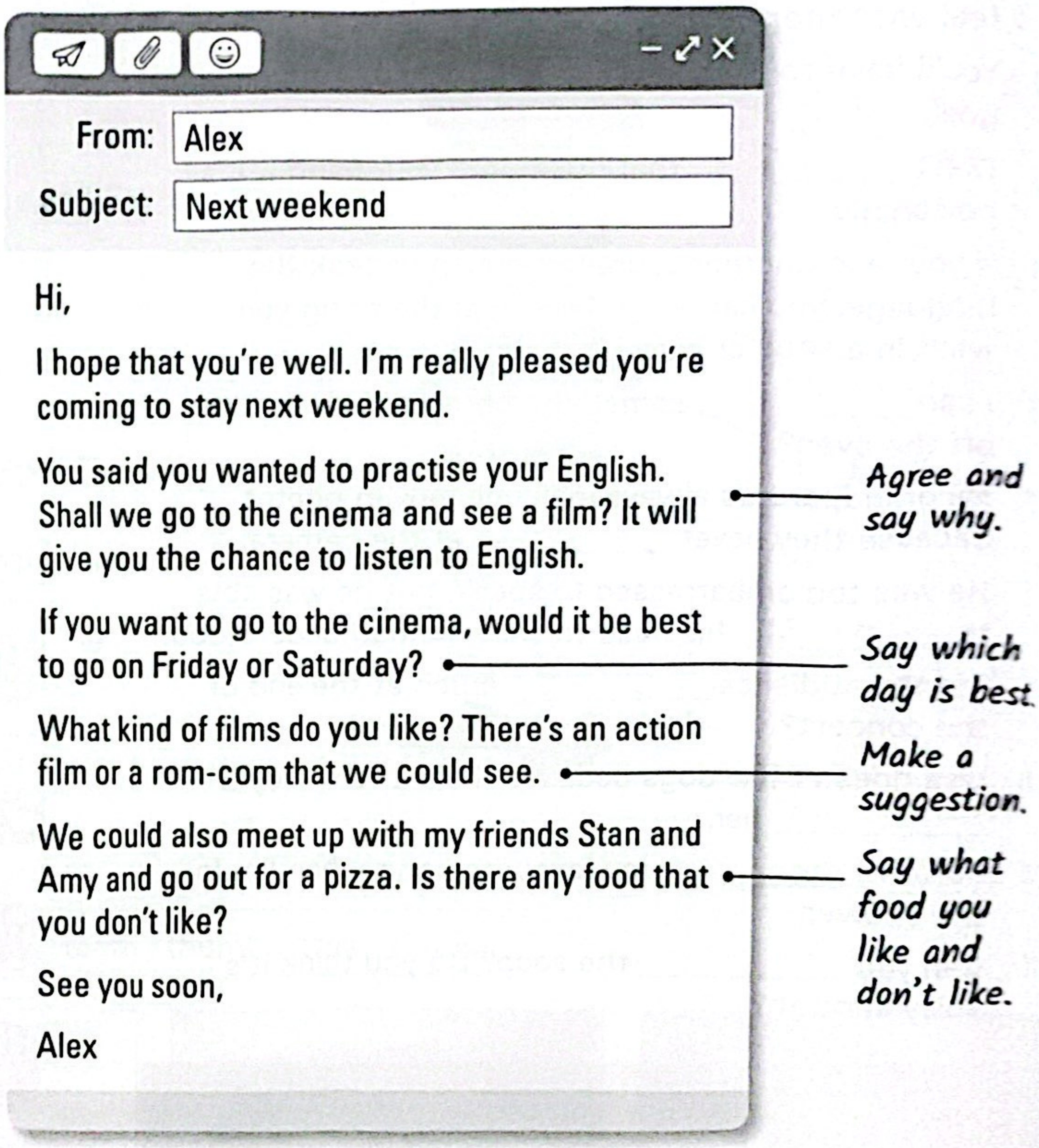
____

____

____

d **Write your email, using a new paragraph for each point in the task.**

e **Check your work. Does it contain any mistakes? Does it include all the information in the task?**



From: Alex
Subject: Next weekend

Hi,

I hope that you're well. I'm really pleased you're coming to stay next weekend.

You said you wanted to practise your English. Shall we go to the cinema and see a film? It will give you the chance to listen to English.

If you want to go to the cinema, would it be best to go on Friday or Saturday?

What kind of films do you like? There's an action film or a rom-com that we could see.

We could also meet up with my friends Stan and Amy and go out for a pizza. Is there any food that you don't like?

See you soon,

Alex

Agree and say why.

Say which day is best.

Make a suggestion.

Say what food you like and don't like.

Write an email (about 100 words) to answer Alex using all of the notes.

Exam skills

Listening: Multiple-choice

Exam tips: Multiple-choice questions in listening tasks

- Before you listen, read the questions and the options and underline the important information.
- Listen for the first time and choose the correct option. Why is the option correct? Why are the other options wrong?
- If you can't answer a question, don't worry – go to the next question.
- Listen again and answer all the questions. Make sure you have answered every question.

a Read questions 1–7 and the options carefully. Underline the important words.

b 6.3 Look at question 1 and listen to the first part of the programme. Focus on the words in the options that you have underlined. What is the correct answer? What does Gina say about it?

c Listen again. Look at the two incorrect options in question 1. Why is each one wrong?

d 6.4 Now listen to the rest of the programme and choose the correct answers for questions 2–7. Follow the same steps as above.

e 6.5 Listen again to the whole programme. Check your answers.

You will hear a psychologist, Gina Turcatti, being interviewed about the cinema.

1 Gina Turcatti particularly enjoyed *Avatar* because the film… .
   A had an attractive setting
   B was made with a new kind of technology
   C taught her a valuable lesson about the environment

2 Gina says cinemas make it easier for people to… .
   A concentrate properly
   B totally relax
   C do several things at the same time

3 Where did people watch the first films?
   A At their local cinema.
   B In the houses of rich people.
   C At a variety of different places.

4 What happens to our heart rate when we're watching a film?
   A It speeds up as soon as the film starts.
   B It changes to match the plot.
   C It slows down to allow us to concentrate.

5 The study shows that watching a film as part of an audience… .
   A is no different from watching it alone
   B isn't as good as watching it alone
   C is more emotional than watching it alone

6 According to Gina, what is the biggest improvement in modern cinemas?
   A The seats are more comfortable.
   B They are easier to access.
   C The ticket prices are fairer.

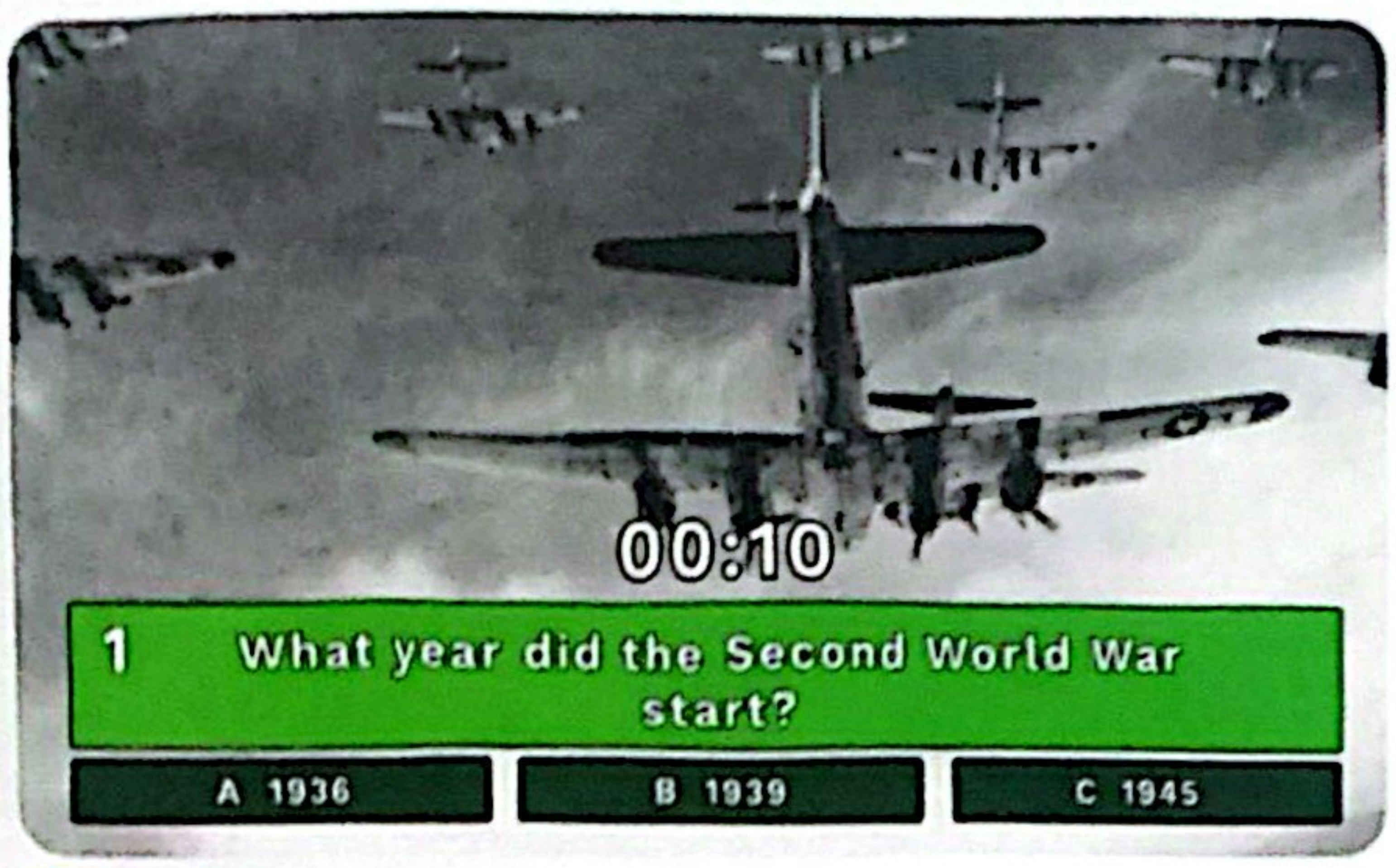
7 What's Gina's general opinion of cinemas?
   A They're good for us.
   B They won't exist forever.
   C We can watch a better selection of films there.

7A Term time

G first conditional and future time clauses + *when, until,*
V education
P the letter *u*

What will you do if you don't pass your exams? *I'll probably retake them.*

1 VOCABULARY education


00:10

1 What year did the Second World War start?

A 1936 B 1939 C 1945

a **Video** Watch the video and do the revision test. How many questions did you get right?

b Complete the school subjects. Can you remember the quiz question for each one?

1 his______	5 phy______
2 geo______	6 liter______
3 mat______	7 bio______
4 comp______	8 chem______

c 7.1 Listen and check. Underline the stressed syllable.

d **V** **Vocabulary Bank** Education *p.247*

2 PRONUNCIATION the letter *u*

The letter *u*

The letter *u* is usually pronounced /juː/, e.g. *uniform*, or /ʌ/, e.g. *lunch*, and sometimes /uː/, e.g. *blue*, or /ʊ/, e.g. *put*.

a Put the words from the list in the correct column.

full lunch music pupil put
result rude rules student
study subject true university

/juː/	ʌ	uː	ʊ

b 7.5 Listen and check. Practise saying the words.

c 7.6 Listen and write four questions or sentences.

3 SPEAKING

Interview a partner using the questionnaire. Ask for more information.

What kind of secondary school did (do) you go to?

YOUR EDUCATION

YOUR SCHOOL

- What kind of secondary school / you go to?
  / it a mixed school or single-sex?
- / you like it?
- How many students / there in each class?
  Do you think it / the right number?
- What time / your school day start and finish?

SUBJECTS AND HOMEWORK

- What subjects / you good and bad at?
- Which / your favourite subject?
- How often / you do PE or play sports?
- How much homework / you usually get?
  / you think it / too much?

RULES AND DISCIPLINE

- / you have to wear a uniform? / you like it? Why (not)?
- / your teachers too strict, or not strict enough? Why?
  What kind of punishments / they use?
- / pupils behave well, or / they misbehave?

4 LISTENING

a Read the description of a BBC documentary *Back in time for school* and answer the questions.

1 Who is taking part in the programme?
2 What time period do the episodes cover?
3 What is the purpose of the documentary?
4 What do you think might be the most shocking things that the children discovered in the first programme?

Back in time for school

In a BBC documentary, 15 pupils and their teachers embark on an extraordinary time-travelling adventure. They travel through seven eras of British history: from a Victorian classroom in the 1890s through to the beginning of the digital revolution in the 1990s. Everything the students and teachers experience – from the lessons they learn, to the food they eat, technology, discipline, and playtime – is based on historical data and school records from the past. They discover just how much life at school has changed over the past 100 years.

Episode 1: 1890s–1910s

In this first programme, the pupils discover what it was like for the lucky 4% of children from ordinary families who went to school in this period, when education was still mainly for the rich. Lunch is fish pie with a rice pudding. Today's children aren't very enthusiastic, but Victorian schoolchildren would have been grateful for a meal like this. Rules are strict, and one of the pupils is punished by having his left hand tied to the desk. Children are separated into classes for girls and boys: the boys learn Latin, to prepare them for a profession, but the girls are taught how to be housewives. They learn to make beds, clean, and how to put up wallpaper. Towards the end of this period, people are afraid that a war is coming, so the boys are also taught how to fight.

b In which decade do you think these things first happened?

1920s–30s 1940s–50s 1960s 1970s 1980s 1990s

1 ___ Girls learn typewriting and boys learn bricklaying.
2 ___ The government gives all children a free bottle of milk.
3 ___ Female teachers have to leave if they get married.
4 ___ The internet is used in schools.
5 ___ Computers are used in schools.
6 ___ Boys and girls are taught together for all subjects.

c 7.7 Now listen to a description of the other episodes from the programme, and check your ideas in **b**.

Glossary

the 11 plus an exam that all children used to take when they were 11 to decide which type of secondary school they should go to
Grammar School a secondary school for academic children who passed the 11 plus
Secondary Modern a vocational school for less academic children who failed the 11 plus
Comprehensive School a secondary school for children of all abilities

d Listen again and answer the questions.

1920s–30s 1 What is Esperanto? What do the teachers use to help them learn it?
2 What is cod liver oil and why do the children have to take it? What else do they do to improve their health?
1940s–50s 3 What was the 'revolution' in education?
4 In what way are girls and boys being taught differently?
1960s 5 What kind of school do the children try out?
6 What subjects do boys and girls still do separately? What do they do together?
1970s 7 What examples of new subjects are mentioned?
8 What fashions are the children not allowed to follow at school?
1980s 9 How are meals different from before?
10 What two examples of PE are mentioned?
1990s 11 What kind of things do the children do in their free time at school?
12 Why will education never be the same again?

e What do you think education was like when your parents were at school? What was the same and what was different from now? What has changed in schools in your country in the 21st century?

Mediation A classmate has missed the English lesson and has asked you to tell them about the BBC documentary. Leave your classmate a voice message, summarizing the main points.

5 GRAMMAR first conditional and future time clauses + *when*, *until*, etc.

a In pairs, answer the questions.

1. When was the last time you did an exam? Did you pass or fail?
2. What's the next exam you are going to do? How do you feel about it?
3. What do you usually do the night before an exam?
4. How do you usually feel just before you do an exam?
5. Have you ever failed an important exam you thought you had passed (or vice versa)?

b **Video** Olivia is waiting for her A level results. A journalist interviews her at home. Watch Part 1. Then answer the questions.

1. What's the top grade you can get at A level?
2. Does Olivia think she's passed?
3. What does she want to do if she gets good results?
4. When and where will she get her exam results?
5. How will she celebrate if she gets good results?
6. What will she do if she doesn't get the results that she needs?

c **Video** Watch Part 2. What grades did Olivia get? What's she going to do?

d **Video** Can you remember what Olivia said? Try to complete the sentences. Then watch some extracts and check.

1 They won't give me a place **unless** __________ at least two A*s and an A.

2 **As soon as** __________ tomorrow, I'll go to school and pick them up.

3 I don't want to plan any celebrations **until** __________ the results.

4 **If** I don't get the grades I need, my parents __________ me.

5 **When** __________ a bit more positive, I'll decide what to do.

e Ⓖ **Grammar Bank** 7A *p.230*

f Ask and answer with a partner. Make full sentences.

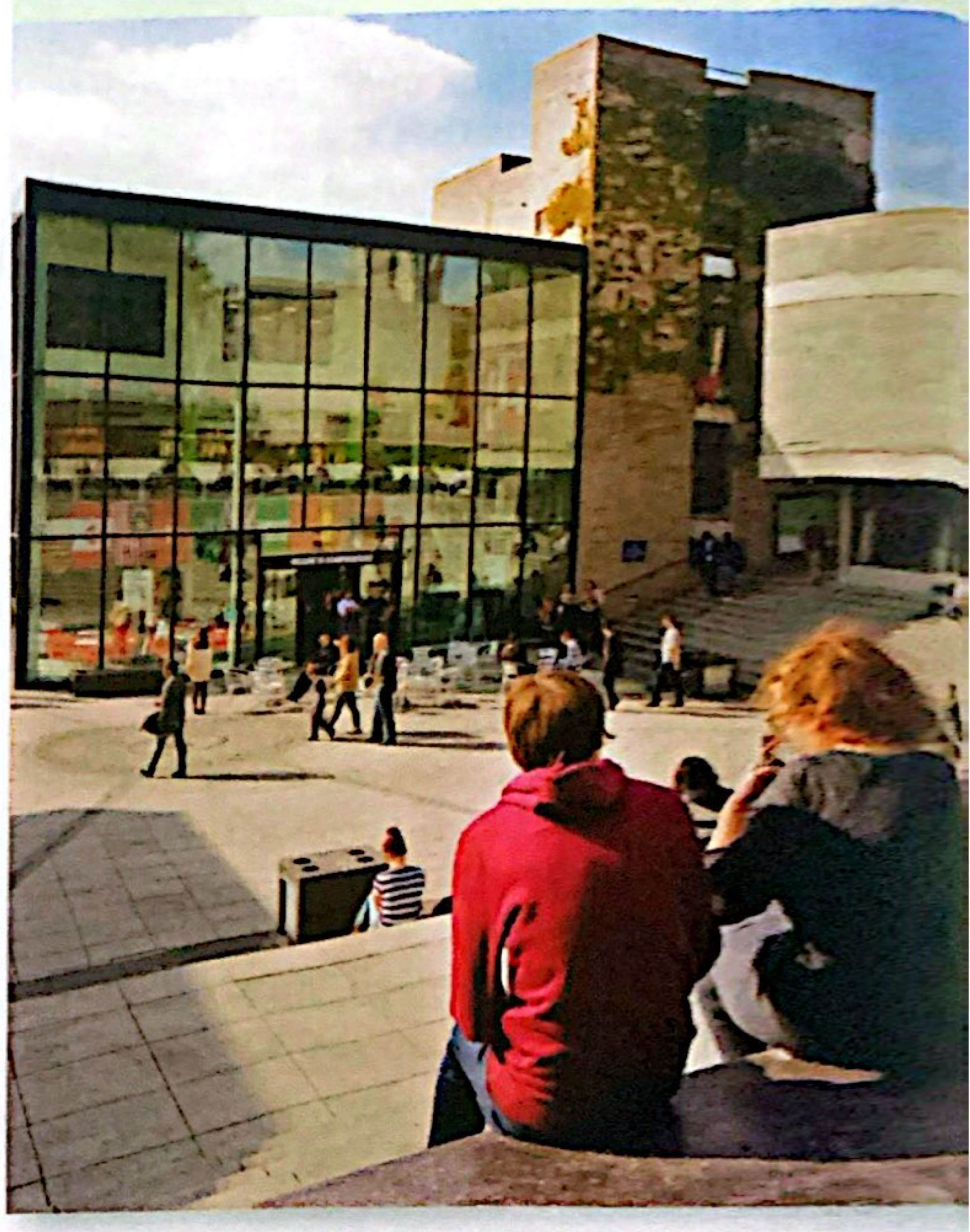
What will you do...?

- as soon as you get home
- if you don't do well in your next exam or test
- when this course finishes
- if it rains at the weekend

6 READING & SPEAKING

The UK student site

Is it really worth going to uni?



a In pairs, answer the questions that match your situation.

Are you at university now?
What are you studying? Are you enjoying it? Is there anything you don't like? What are you planning to do when you graduate?

Did you go to university?
Yes What did you study? Did you enjoy it? Was there anything you didn't enjoy?
No Are you happy you didn't go? What are you doing now?

Would you like to go to university?
Yes What would you like to study? Why? Do you think you'll enjoy it?
No Why not? What would you like to do instead?

b Look at the question on a UK student website. What do you think *Is it really worth...?* means?

c Now read the comments and mark them ✓ (= yes, it's worth it), ✗ (= no, it isn't worth it), or **S** (= it's sometimes worth it).

d Which of the comments do you think are true about university education in your country?

Comments

① ☐ It depends what you want to do. Some degrees are worth it, like medicine or dentistry. But I think media studies, and things like that, are a waste of time.

② ☐ Uni gives you the time and space to find out what you really want to do in life. And it has a lot of social benefits, like friends, clubs – that sort of thing.

③ ☐ There are so many better alternatives out there, in my opinion. I got a place at uni to do accountancy, but I chose to do an apprenticeship. All my friends are now at uni and in debt. I'm 20 and I'm earning money and learning on the job.

④ ☐ Since the Covid-19 pandemic, a lot more teaching at uni is online or recorded lectures. I don't think it's good value if you don't see your tutors face to face very often. You could just study from home. I don't think I would choose to go to uni now.

⑤ ☐ It still amazes me how everyone thinks that uni is the only solution to their future. Trust me, it isn't.

⑥ ☐ I'm a software engineer at a global tech company. A degree is preferred, but not essential. The recruitment team always say if they have two people, and one is self-taught and has experience, and the other has just finished uni with no experience, they'll choose the first. But often they ask for a degree AND experience.

e Look at the photos of Archie, who went to university, and Emily-Fleur, who didn't. Do you think either of them regrets their choice?

Archie Hooper, 23, studied drama in London.

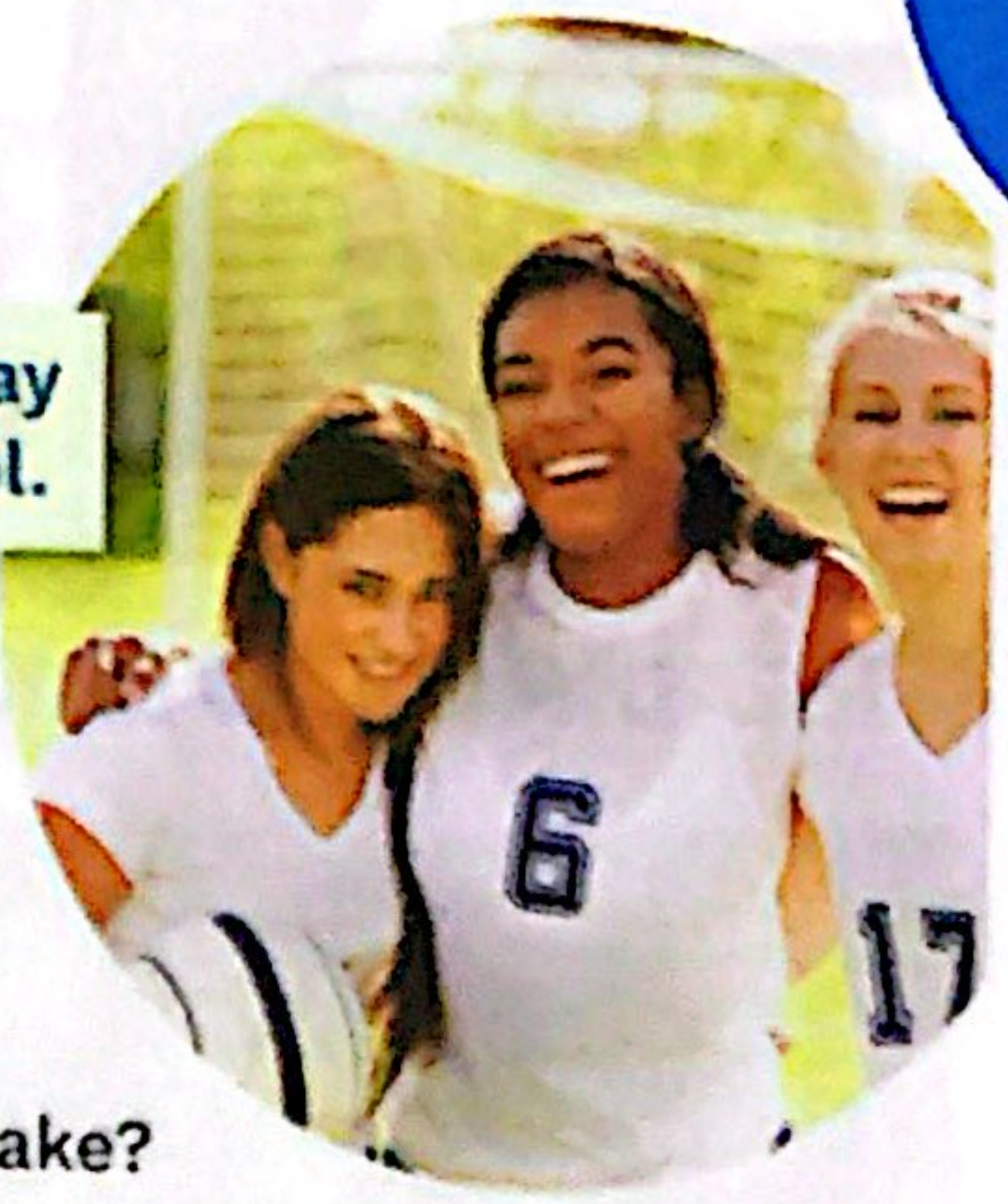
Emily-Fleur Sizmur didn't go to university and runs her own business.

f **Ⓒ Communication** University or not? **A** *p.188* **B** *p.193* Ask and answer about Archie and Emily-Fleur.

g In your opinion, who made a better decision about university, Emily-Fleur or Archie? Why?

7 SPEAKING

All children should play a team sport at school.



a **7.10** Listen to someone giving their opinion. Does she agree or disagree with the statement? What four points does she make?

b **7.11** Listen to some extracts from **a**. Complete the gaps in the information box.

Organizing and presenting your opinions

The ¹__________ I've chosen is...

I ²__________ agree / partly agree / disagree for the following reasons:

³__________ of all, I think that...

My second ⁴__________ is that...

⁵__________ important point is that...

⁶__________,...

c In small groups, each choose a different statement from the list. Decide if you agree or disagree. Write down at least three reasons and put them in order, from most to least important.

School

- School doesn't prepare students for life. They should be taught practical things, like childcare, and how to cook healthy food.
- Physical education should be optional.
- Primary pupils shouldn't get any homework, and secondary students not more than one hour a night during the week.
- Schools should spend most of the time on maths, science, and computing, and less on arts subjects like history and literature.

University

- University courses are too long. They should be a maximum of two years.
- University students shouldn't be allowed to have jobs during term-time.
- Students should choose to study a subject they love, not necessarily one that will get them a good job.
- University students should live independently, not with their parents.

d Explain to the rest of your group what you think about your statement. The others in the group should listen. At the end, they can vote for whether they agree or disagree with you, and say why.

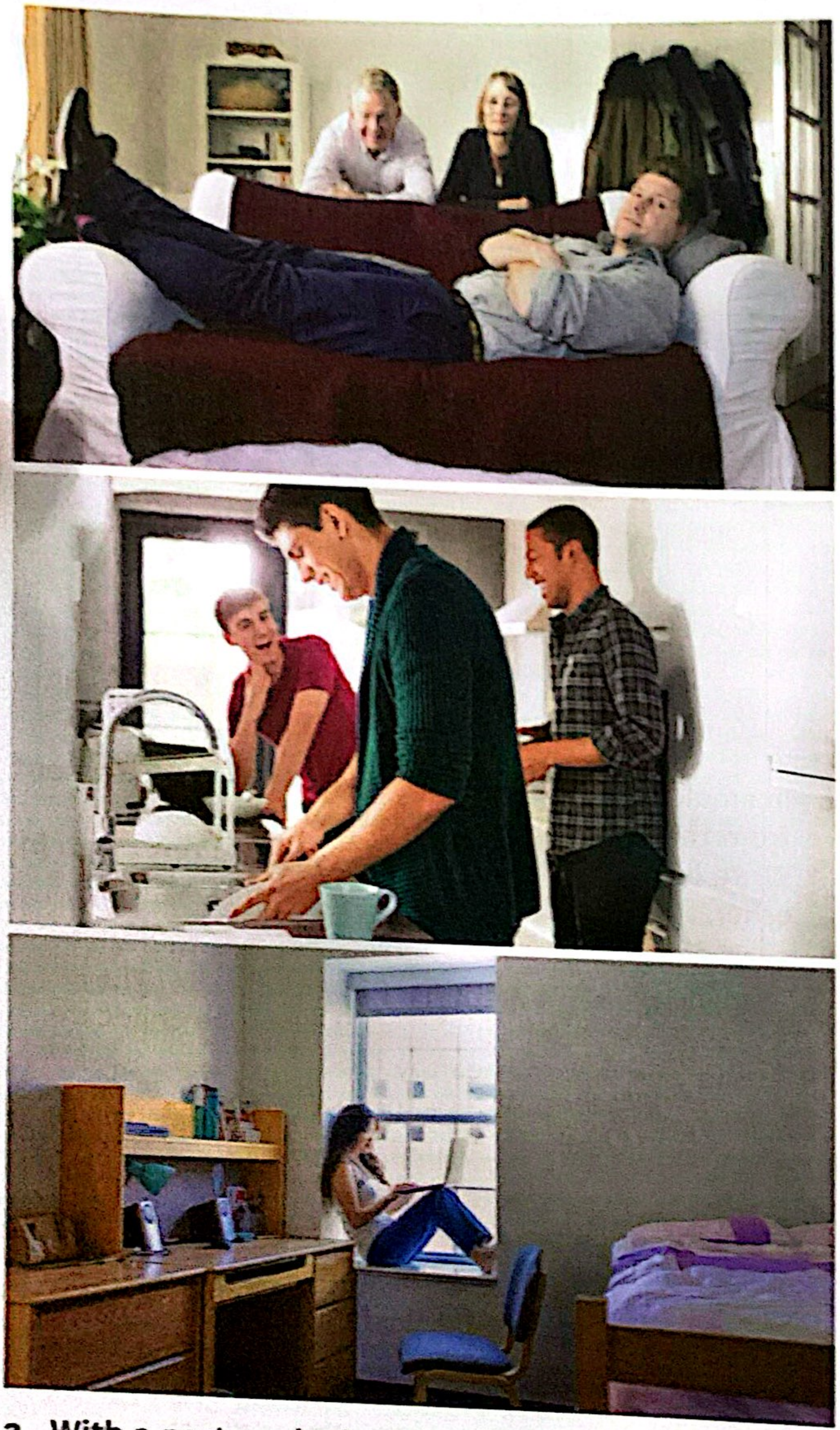
7B House or home?

G second conditional, ch
between conditionals
V houses
P sentence stress, the le

I like living with my parents.

I don't. If I could afford it, I'd move out.

1 READING & SPEAKING



a With a partner, look at the photos and answer the questions.

1 Where do you think these young people are living? Which do you think is the most comfortable place to live? Why?
2 Which place would you prefer to live in? Why?
3 Where do you live? How comfortable is it? Who do you live with? Do you get on well? Do you argue about anything? What?

b Look at the title of the article. With a partner, think of one advantage and one disadvantage of living with your parents when you're an adult.

c Read the article. Were your ideas in the list?

Things you know if you still live with your parents

In the UK, 28% of adults aged 20–34 are living at home with their parents. This has gone up by 15% in the last ten years. Many have left home and then moved back again because of high living costs. So, what are the pros and cons?

The downside

- It doesn't ¹__________ how old you are, you'll always be a child to them. They'll tell you to put a coat on every time you leave the house.
- It's really ²__________ when you meet new people to admit you're still sleeping in your childhood bedroom.
- You have to ³__________ them know all your movements and text them to say you're going to be home late.
- 99% of the time after a night out, your parents will be ⁴__________, waiting for you – even if it's 4.00 a.m. Every day of your life, you ⁵__________, 'You treat this house like a hotel.'
- You become the household IT technician. If anything goes ⁶__________ in the house to do with phones, broadband, or TV, you're called to the rescue.

But on the other hand...

- At weekends, you wake up with the smell of bacon and eggs.
- The fridge and cupboards always have something in them, and generally a lot better than you could ⁷__________.
- There's nothing better than home-cooked food, and you've ⁸__________ that you'll never be able to cook as well as your parents.
- You've also realized that at home, there's a magical laundry powder that ⁹__________ all the stains from your washing and makes it super clean.
- You had no idea how much ¹⁰__________ cost. In fact, you didn't even know until recently that you had to pay for water!

So, despite how much you complain about still living with your parents, you know perfectly well that they've allowed you to save money, you have somewhere (nice) to live for far less than the cost of renting elsewhere, and they fill your stomach with good food. And for that, you're eternally grateful.

Adapted from Metro

d Read the article again and choose the correct word to complete the gaps.

1 matter / mind
2 embarrassing / embarrassed
3 leave / let
4 wake / awake
5 hear / listen
6 bad / wrong
7 afford / pay
8 realized / known
9 removes / retires
10 notes / bills

e Cover the text and, in pairs, try to remember all the pros and cons of living with your parents.

f Talk to a partner.

- What percentage of young people aged 20–34 do you think live with their parents in your country?
- Are the pros and cons similar in your country?
- Which two advantages and two disadvantages do you think are the most important?
- How do you think parents feel about having their adult children living at home?

2 GRAMMAR second conditional, choosing between conditionals

a Read some comments posted in response to the article in **1**. Do they want to leave their parents' home? Why (not)?

Vivienne@Montreal, Canada
I know there's a good side, but all I want is somewhere that's my own, where I can do what I want, where I can have my own furniture and pictures, where no one can tell me what to do. If I had the money, I'd move out immediately.

Marco@Naples, Italy
I'm perfectly happy living with my parents. If I lived on my own, I'd have to pay rent and do the housework and the cooking. Here, somebody else cooks and cleans, I have a nice room... Why would I want to leave? Even if I could afford it, I wouldn't move out. Not until I get married...

Andrea@Melbourne, Australia
It isn't that my parents aren't good to me – they are. If they weren't, I wouldn't live with them. But I'm 29, and I just don't feel independent.

Carlos@Valencia, Spain
I'd love to move out. I get on well with my parents, but I think I'd get on with them even better if I didn't live at home. My mum drives me mad – it isn't her fault, but she does. And I'd really like to have a dog, but my mum is allergic to them.

b Now answer the questions with a partner.

1 In the highlighted phrases, what tense is the verb after *if*?
2 What form is the other verb?
3 Do the phrases refer to a) a situation that will probably happen soon, or b) a situation they are imagining?

c Ⓖ **Grammar Bank 7B** *p.231*

d Ⓒ **Communication** Guess the sentence **A** *p.188* **B** *p.193* Practise first and second conditionals.

3 PRONUNCIATION & SPEAKING sentence stress

a **7.13** Listen and repeat the sentences. Copy the rhythm.

1 If I **lived** on my **own**, I'd **have** to **pay rent**.
2 If we **get** a **mortgage**, we'll **buy** the **house**.
3 Would you **leave home** if you **got** a **job**?
4 I **won't move out** if I **can't afford** it.
5 If it were **my flat**, I'd be **happy** to **do** the **cleaning**.

b Choose six sentence beginnings and complete them so they are true for you.

If I...

- could live anywhere in my town or city, I'd...
- have some free time this weekend, I'll...
- won a 'dream holiday' in a competition, I...
- could choose any car I liked, I...
- get a new phone this year, I...
- could choose my ideal job, I...
- couldn't use the internet for a week, I...
- feel like going out tonight, I...

c Work with a partner. **A** say your first sentence. Try to get the correct rhythm. **B** ask for more information. Then **B** say your first sentence.

If I could live anywhere in my city, I'd live in the centre.

Why the centre?

Mediation An English-speaking friend would like to leave home but they aren't very organized about cooking, shopping or housework. Write an email summarizing good and bad points from the article. Say what you think your friend should do.

Ⓜ **Mediation Bank 7** *p.260* Written mediation: Adapting language

4 VOCABULARY houses

a Video Watch the video. What rooms did Andrea, Beata, and Anna show you? Try to remember four things in each room.

b **Vocabulary Bank** Houses *p.248*

c With a partner, decide what the difference is between...

1 *the outskirts* and *a suburb*
2 *a village* and *a town*
3 *a roof* and *a ceiling*
4 *a balcony* and *a terrace*
5 *a chimney* and *a fireplace*
6 *the ground floor* and *the first floor*
7 *wood* and *wooden*

5 PRONUNCIATION the letter c

a Practise saying the words in groups 1–5.

1 carpet castle location cosy country balcony cooker cupboard cushion curtains
2 city cinema decide centre entrance ceiling terrace cycle agency icy
3 spacious special musician
4 occasion accommodation accuse
5 accent success accident

b Complete the pronunciation rules with /s/, /ʃ/, /k/, or /ks/.

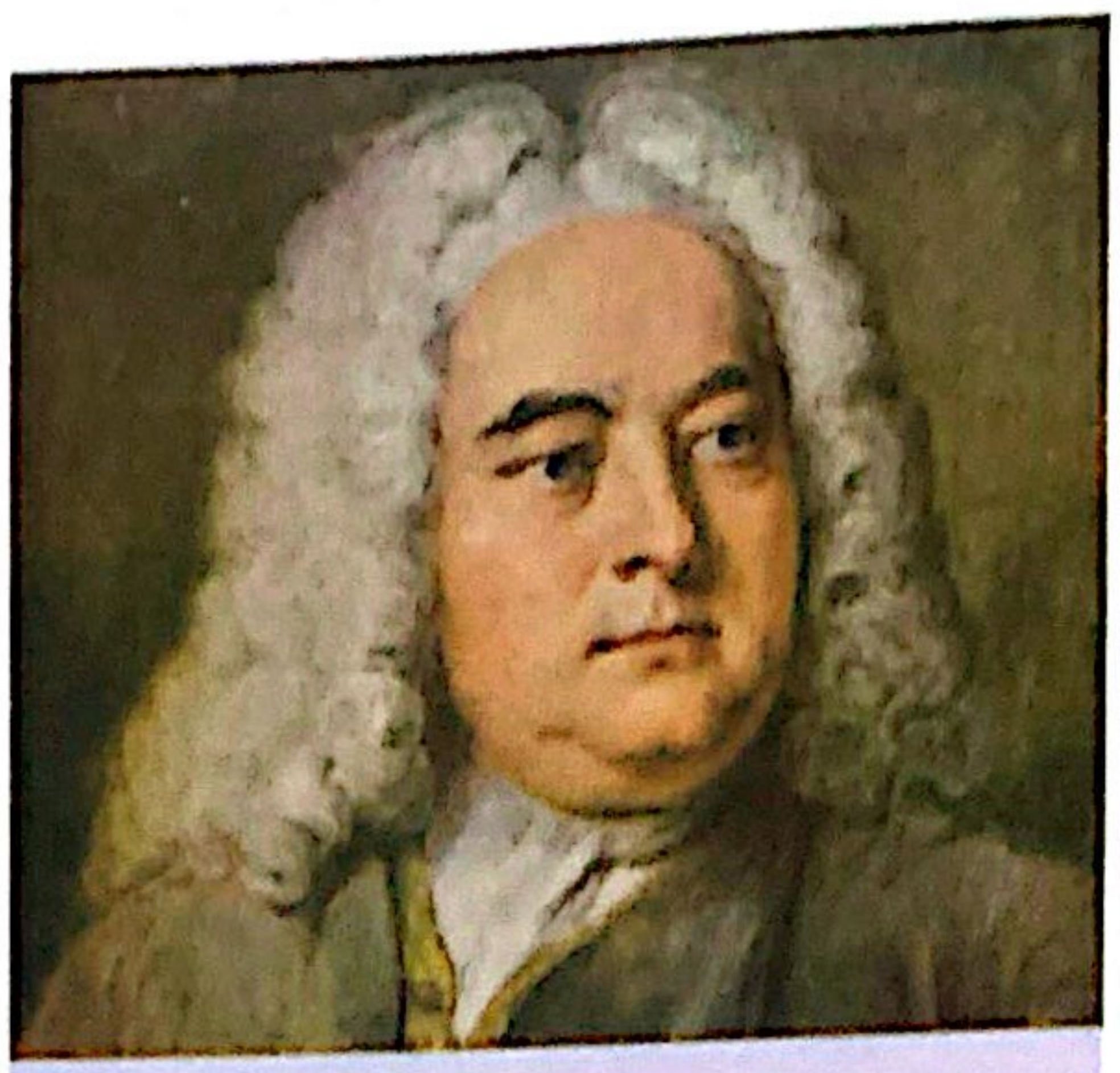
1 c before *a*, *o*, or *u* is pronounced ______.
2 c before *i*, *e*, or *y* is pronounced ______.
3 *ci* before a vowel is pronounced ______.
4 cc before *a*, *o*, or *u* is pronounced ______.
5 cc before e or *i* is pronounced ______.

c 7.17 Now listen to the words in a and check your answers to b.

Handel
Hendrix
House

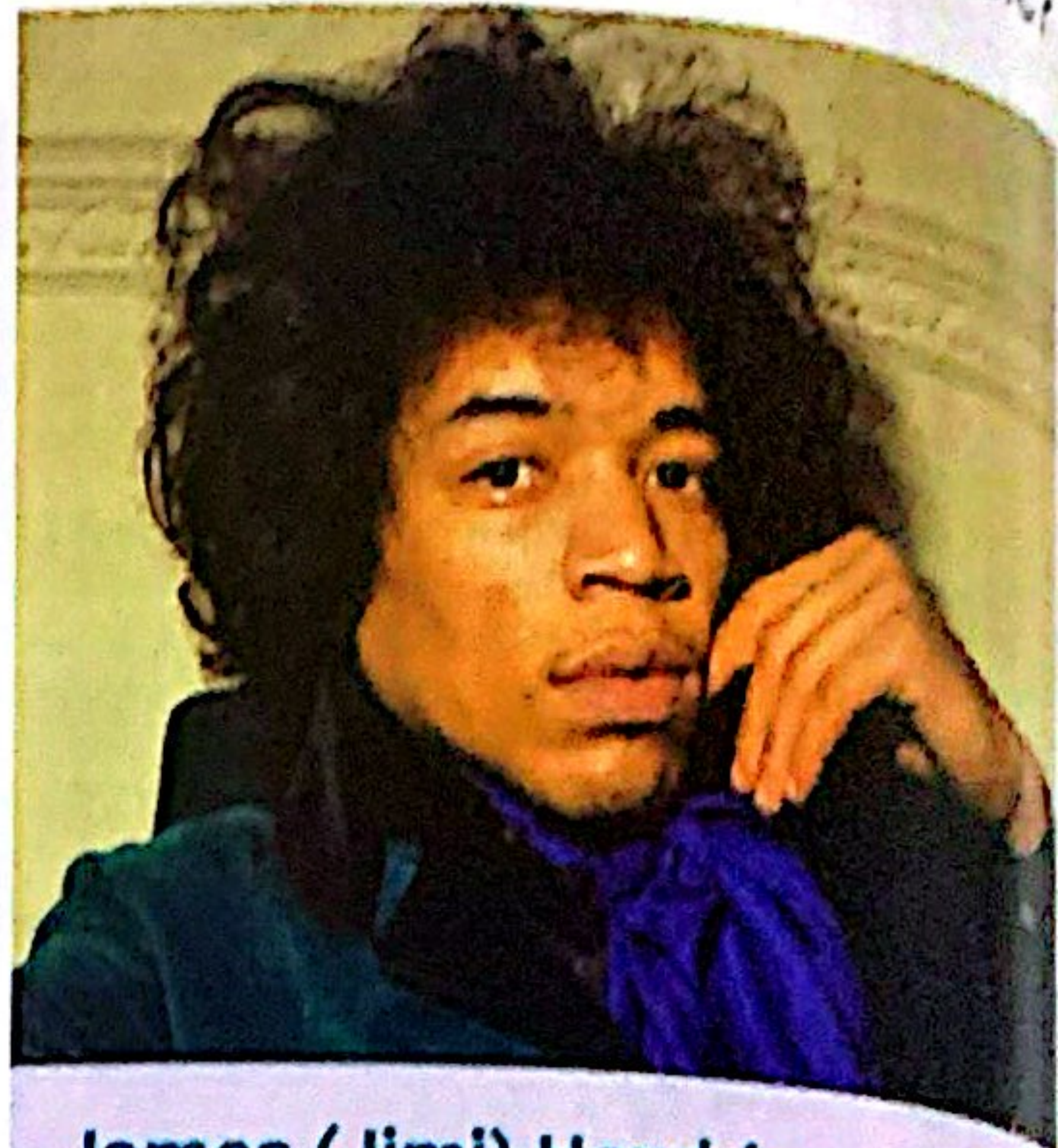
6 READING & LISTENING

a Read about the two people in the photos. Did you know any of this information? Have you ever heard any of their music?



George Frideric Handel (1685–1759) was a German-British composer, well known for his operas, oratorios and anthems. His famous oratorio 'Messiah', and orchestral pieces 'Water Music' and 'Music for the Royal Fireworks' are still immensely popular, and his coronation anthem 'Zadok the Priest' has been performed at every British Coronation since 1727.

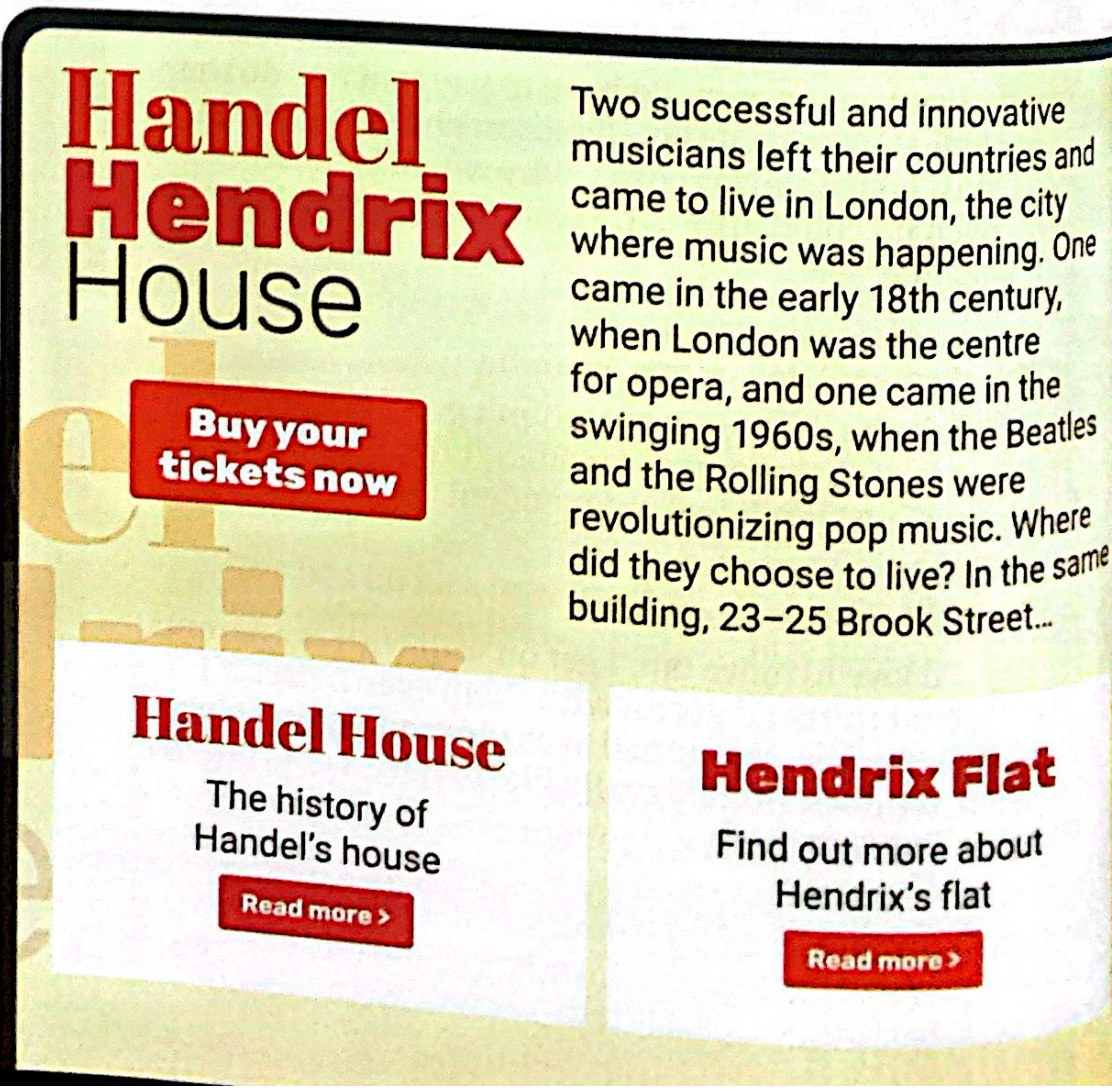
Fun fact Handel had a terrible temper – he once threatened to throw an opera singer out of the window!



James (Jimi) Hendrix (1942–1970) was an American guitarist, singer, and songwriter. He is widely regarded as one of the most influential electric guitarists in the history of popular music, and one of the most celebrated musicians of the 20th century. Hendrix had three UK top ten hits ('Hey Joe', 'Purple Haze', and 'The Wind Cries Mary'), and in 1968 his album Electric Ladyland reached number one in the US.

Fun fact Some people believe that there are so many green parakeets in London because Hendrix released two in Carnaby Street in the 1960s.

b Look at some information about a London museum. What is surprising about 23–25 Brook Street?



Handel
Hendrix
House

Buy your tickets now

Two successful and innovative musicians left their countries and came to live in London, the city where music was happening. One came in the early 18th century, when London was the centre for opera, and one came in the swinging 1960s, when the Beatles and the Rolling Stones were revolutionizing pop music. Where did they choose to live? In the same building, 23–25 Brook Street...

Handel House

The history of Handel's house

Read more >

Hendrix Flat

Find out more about Hendrix's flat

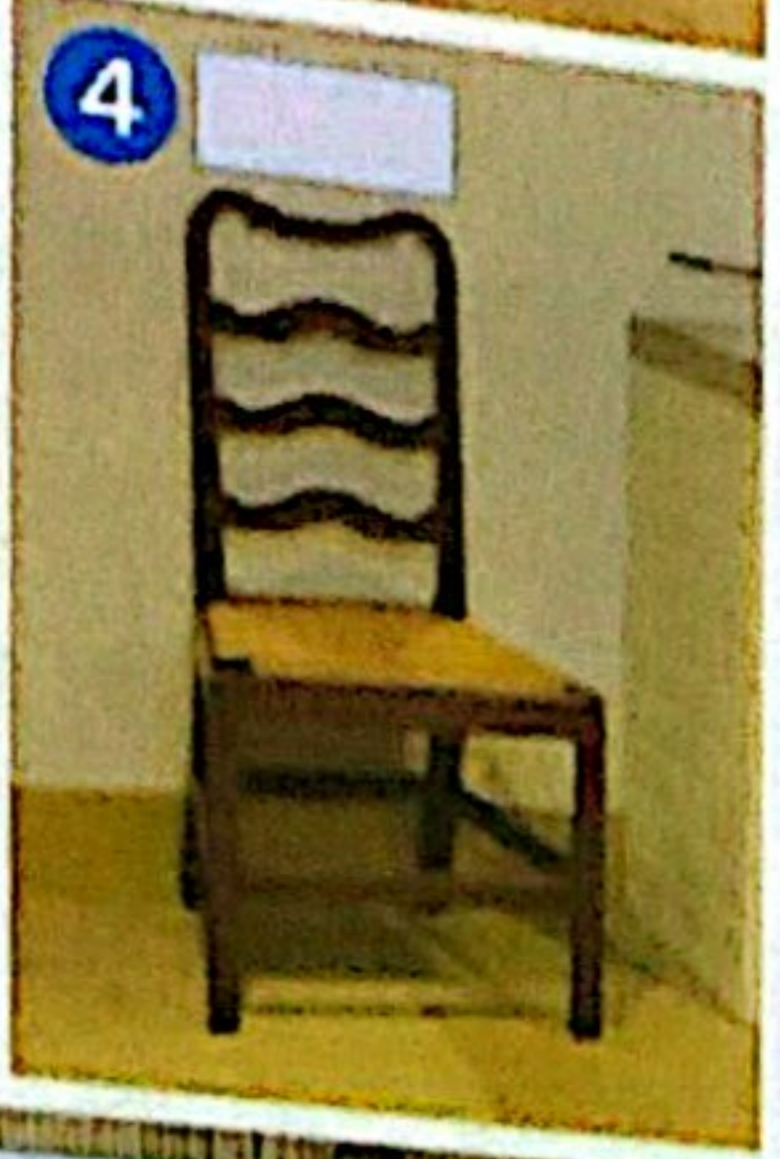
Read more >

c **Video** Look at photos 1–8 from the Handel Hendrix House. Whose house do you think they are in, Handel's (**GFH**) or Hendrix's (**JH**)? Watch *Handel Hendrix House* and check.

1

2

3


4

5

6

7

8

d **Exam** Now look at some facts from the video. Match the person to the statement. Write Handel (**GFH**) or Hendrix (**JH**).

1 However, after becoming a British citizen five years later, he decided to continue renting the house.
2 He moved in briefly in July, before returning to the United States for an extensive tour.
3 There was a basement containing the kitchens, and on the ground floor, there was a room at the front for receiving visitors.
4 The second floor contained the bedroom at the front, with a dressing room at the back where he kept his clothes.
5 In the largest room, he kept his instruments (a harpsichord and a little house organ), and he occasionally rehearsed there.
6 He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere.
7 In January the following year, he gave a series of press and media interviews and photo shoots in the flat.
8 Over the years, his flat was used as an office, until it was taken over in 2000 by the Handel House Trust.
9 He was buried in Westminster Abbey, and more than 3,000 people attended his funeral.
10 He died in London at the age of 27, but in a hotel, not in the Brook Street flat.

e Match the words and phrases in the list to definitions 1–5.

move in   move to   owner   settle   upper

1 __________ *n* the person to whom sth belongs
2 __________ *v* start living in a place
3 __________ *v* make a place your permanent home
4 __________ *adj* located above sth, e.g. the ~ floor
5 __________ *v* change where you live from one place to another

f Have you ever visited a house where a famous person lived? Where was it? What was it like?

7 SPEAKING & WRITING

describing a house or flat

a Think for a few minutes about what your dream home would be like and make brief notes. Use **Vocabulary Bank Houses** *p.248* to help you.

- Where would it be?
- What kind of house or flat would it be?
- How many rooms would it have?
- What special features would it have?
- What would the decoration be like?

b In groups, describe your dream homes. Give as much detail as possible. Whose do you like best?

c **W** **Writing Bank 7** *p.204* Write a description of your house or flat.

EPISODE
4
PICTURES OF YOU

Together again?

Practical English **making suggestions**

1 TALKING IN THE PARK

a Video Watch *Talking in the park*. What kind of conversation do Ben and Izzy have?

a uncomfortable and tense
b polite and friendly
c relaxed and friendly

b Watch again. Then choose the correct answer.

1 Ben finished his course last *week* / *month*.
2 Ben's tutor Andre *has* / *hasn't* helped him with his show.
3 Izzy *is* / *isn't* surprised about Andre.
4 Ben thinks Andre was a *good* / *bad* teacher.
5 Ben *has* / *hasn't* forgotten who Max is.
6 Izzy *has* / *hasn't* changed her mind about Max.
7 Izzy *tells* / *doesn't tell* Ben why she wanted to talk.

2 MAKING SUGGESTIONS

a Video Watch *Making suggestions*. Then number the places 1–5 in the order they talk about them. Where do they decide to go in the end? Why?

☐ The Red Lion
☐ Pomodora
☐ a coffee shop
☐ Les Amis
☐ The Nag's Head

Welcome to Clissold Park

b Look at some extracts from the conversation. Try to remember the missing words. Then watch again and check.

Izzy Where [1]________ we go for that drink?
Ben Well, there's a really nice coffee shop up the road. We [2]________ go there.

Ben Why [3]________ we go to a pub?
Izzy [4]________ idea. [5]________ about The Nag's Head?

Ben Or [6]________ about The Red Lion?
Izzy It's always too busy in there.

Ben What about [7]________ to Les Amis?
Izzy That's a great [8]________.

Izzy So [9]________ we go there?
Ben [10]________ not?

c Video Watch and repeat the highlighted phrases and sentences in **b**. Copy the rhythm and intonation.

Verb forms: infinitive or gerund?

Remember to use the infinitive (without to) after *Shall we…?*, *We could…*, *Let's…*, and *Why don't we…?*, e.g. *Shall we go there? Why don't we go to a pub?*

Remember to use the gerund (-ing) after *What about…?* and *How about…?*, e.g. *What about going to Les Amis?*

You can also use a noun after *What / How about…?*, e.g. *How about The Red Lion?*

d Practise the extracts in **b** with a partner. Then change roles.

e Work in small groups. Make suggestions and try to agree on…

- somewhere to have a drink after class.
- a film to see on Saturday night.
- how to celebrate the end of term.

3 A GREAT OPPORTUNITY

a Video Look at the photos and answer the questions. Then watch *A great opportunity* and check your answers.

1 What do you think Ben and Izzy are talking about?
2 What do you think Carla's just seen?

b Watch again. Then answer the questions.

1 What happened when Max went jogging with Izzy and Ben?
2 What does Izzy say about Ben's photos?
3 What business advice does Izzy give Ben?
4 How does Carla feel at the end of the scene? Why?

4 SOCIAL ENGLISH

a Match a phrase from **A** to a response in **B**.

A	B
1 I finished my course last month. And I passed my exams.	☐ How could I forget?
2 So, what did you want to talk to me about?	☐ I'll tell you over a drink.
3 Do you remember when Max came jogging with us in the park?	☐ Well done!
4 I wanted to ask you something about work.	☐ Yes, it has. I'm looking forward to working with you.
5 Well, it's been really nice seeing you again.	☐ Sure, go ahead.

b Video Watch and check.

c Practise the phrases and responses in pairs. Then change roles.

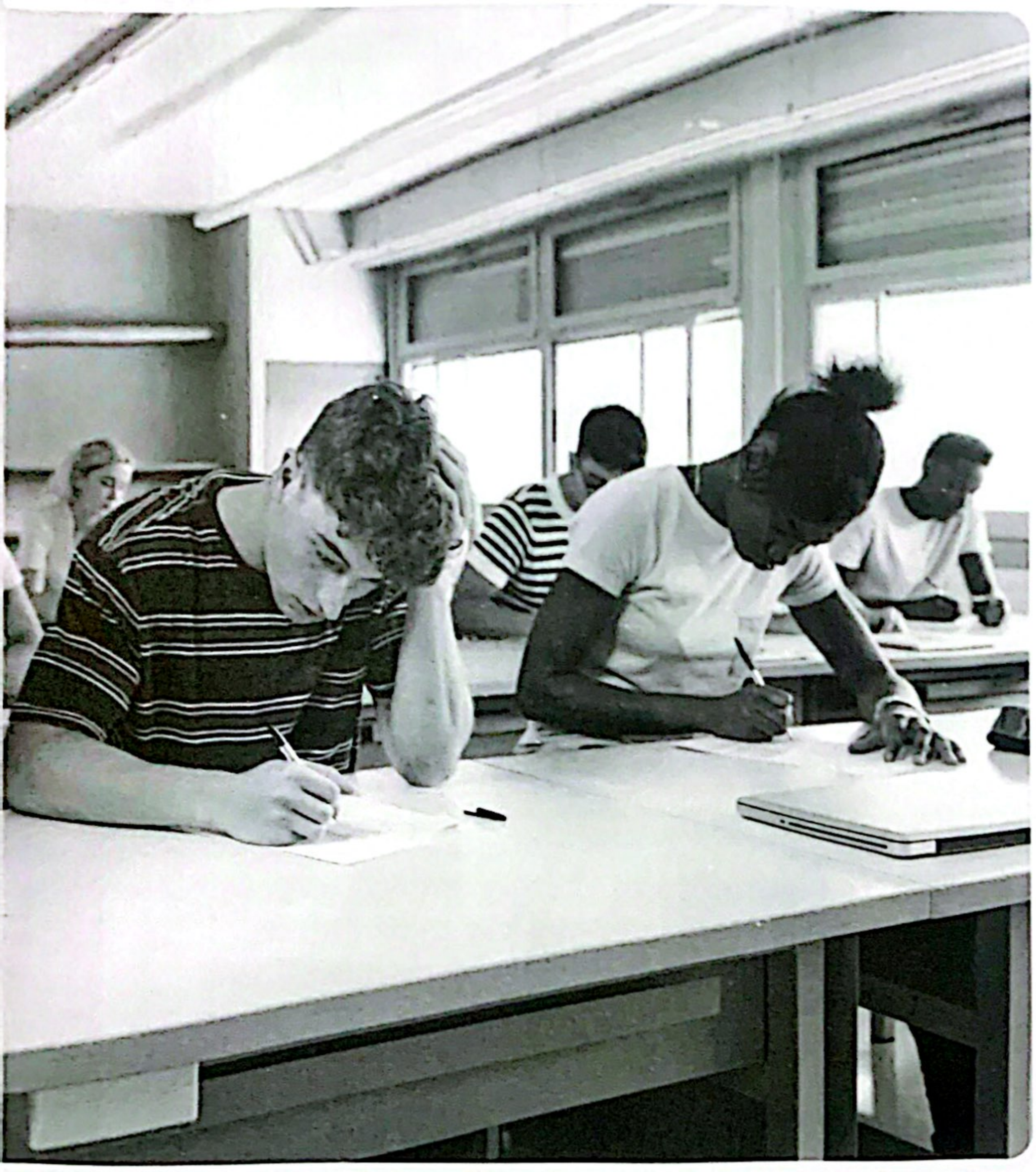
WHAT DO YOU THINK?

In pairs, talk about Carla. Does she think Izzy is interested in Ben again? Does she think Ben is interested in Izzy? What would you do now if you were Carla? What do you think is going to happen in the last episode?

7A Term time

G first conditional and future time clauses + *when, until*, etc.
V education
P the letter *u*

1 **VOCABULARY** education



a Complete the sentences.

1 Physics______ is the scientific study of natural forces such as light, sound, heat, electricity, pressure, etc.
2 G__________ is the study of the world's surface, physical qualities, climate, countries, products, population, etc.
3 B__________ is the scientific study of living things.
4 L__________ is the study of poetry, drama, and fiction.
5 Ch__________ is the scientific study of substances and what happens to them in different conditions.
6 H__________ is the study of past events.
7 C__________ is the study of computers for collecting, storing, and sending out information.
8 M__________ is the study of numbers, quantities, and shapes.

b Match the words and phrases from the list to definitions 1–11 about schools in the UK.

boarding school degree head teacher nursery scho
primary school private school ~~pupils~~
secondary school state school students term

1 children in school
pupils______
2 a school for children aged four to eleven
____
3 the person in charge of a school
____
4 a school controlled by the government
____
5 a qualification that students gain by successfully completing a course at university
____
6 a school that parents pay for
____
7 a period of time that the school year is divided into
____
8 a school that children live at while they're studying
____
9 a school for children aged from about two to four
____
10 people who are studying at school or university
____
11 a school for teenagers aged from 11 to 18
____

c Complete the sentences about schools in the US.

1 Very young children often go to kindergarten______.
2 Children start e__________ sch__________ when they're six.
3 Schoolchildren are divided by age group into gr__________.
4 The school year is divided into s__________.
5 After middle school, students go on to h__________ sch__________.
6 Students finish school in tw__________ gr__________.
7 When they leave school, some students go to c__________ to continue their education.

d **Complete the texts with the past simple form of the verbs from the list.**

~~be expelled~~ be punished cheat let make misbehave (not) be allowed to

At my secondary school, discipline was very strict. Students who behaved badly [1] were expelled, so very few students [2] __________ in class. We [3] __________ talk during lessons, and the teacher [4] __________ us stand up every time another teacher came into the classroom. We had to wear a uniform, and we [5] __________ if we wore something different. We had to study a lot, and nobody [6] __________ in exams. In the final year, the teachers weren't as strict with us, and they [7] __________ us leave the school during the lunch break.

fail pass revise take

I was very nervous before my final exams at university. I [8] __________ for several weeks, and I didn't go out at all. I [9] __________ eight exams, and I was very relieved when I had finished. In the end, I [10] __________ all of them, but my friends weren't so lucky. They [11] __________ some of the exams, so they had to do them again.

2 PRONUNCIATION the letter *u*

a **Circle the word with a different sound.**

uː	boot	1 fruit [✓ lunch] scooter true
↑	up	2 couple mussels pull tongue
ʊ	bull	3 cut full push put
/juː/	you	4 musical stupid subtitles tuna

b 7.1 **Listen and check. Then listen again and repeat the words.**

3 GRAMMAR first conditional and future time clauses + *when*, *until*, etc.

a **Match the sentence halves.**

1 Will you buy a car e
2 Mike's parents will be furious __
3 I'll have more time to help you __
4 You'll have to go to a new school __
5 He won't pass his exams __
6 Nina won't go back to work __
7 You'll need to buy the book __
8 I'll stay at home __

a unless he revises more.
b after I come back from my holiday.
c if he fails his exam again.
d before the classes start.
~~e if you pass your driving test?~~
f when your family moves house.
g if I still don't feel well in the morning.
h until her daughter starts school.

b Complete the sentences with a word from the list.

after before if ~~unless~~ until when

1 They won't be able to leave the school unless________ the teacher gives them permission.
2 The teacher won't start the class ________ all the pupils are quiet.
3 I'll talk to my teachers ________ I choose my exam subjects.
4 Ella will be disappointed ________ she doesn't get good marks.
5 I'll have a long holiday ________ the course finishes.
6 They'll have to wear a uniform ________ they go to secondary school.

c Complete the sentences with the correct form of the verbs in brackets. Use the present simple or future (*will / won't*).

1 I'll do________ my homework as soon as I get________ home. (do, get)
2 We ____________ late unless we ____________. (be, hurry)
3 I ____________ a shower before I ____________. (have, go out)
4 The school bus ____________ for you if you ____________ on time. (not wait, not be)
5 If the teacher ____________, we ____________ the exam. (not come, not have)
6 James ____________ home until he ____________ a job. (not leave, find)
7 Amelia ____________ buy a car unless her parents ____________ her the money. (not be able to, lend)
8 As soon as my boyfriend ____________ his results, he ____________ me. (get, call)
9 She ____________ primary school until she ____________ five years old. (not start, be)
10 You ____________ better if you ____________ every day. (play, practise)

d Complete the sentences with your own ideas.

1 I'll charge my phone when I get home tonight________________________.
2 I'll go out tonight if ________________________.
3 I won't watch TV later unless ________________________.
4 I'll do my homework before ________________________.
5 I won't buy a (new) phone until ________________________.
6 I'll go to bed after ________________________.

7B House or home?

G second conditional, choosing between conditionals
V houses
P sentence stress, the letter *c*

1 GRAMMAR second conditional, choosing between conditionals

a Match the sentence halves.

1 If we had the time, d
2 I'd like my flat more ___
3 You'd be able to find a job ___
4 If my sister didn't live abroad, ___
5 If we bought a bigger house in the country, ___
6 If they could live anywhere they wanted to, ___
7 We'd get on better ___
8 I wouldn't want to live in London, ___

a she could visit us more often.
b they'd move to France.
c if you spoke better English.
~~d we'd do the housework ourselves.~~
e if we didn't have to share an office.
f unless I earned a lot of money.
g if it was on the top floor.
h we'd be able to have a dog.

b Complete the sentences with the correct form of the verbs in brackets. Use the second conditional.

1 If Mateo had more time, he'd paint his room himself. (have, paint)
2 Lucy ___ happier if her flatmate ___ the kitchen more often. (be, clean)
3 I ___ to work if I ___ a parking space. (not drive, not have)
4 ___ you ___ working if you ___ a lot of money? (carry on, win)
5 I'm sure Evie ___ better if she ___ so much coffee. (sleep, not drink)
6 My parents ___ me the money if I ___ to buy a new car. (lend, need)
7 I ___ surprised if it ___ tonight. (not be, snow)
8 If our house ___ so small, you ___ all stay the night. (not be, can)
9 ___ you ___ if you ___ your alarm? (wake up, not set)
10 If we ___ another bathroom, there ___ a queue for the shower. (have, not be)

c Complete the sentences with the words in brackets. Use the first or second conditional.

1 If they offer me the job, I'll take it. (I / take it)
2 If my car wasn't being repaired, I'd give you a lift. (I / give you a lift)
3 If I had Emily's number, ___. (I / call her)
4 You'll miss the train if ___. (you / not hurry up)
5 If I see Jon, ___. (I / tell him the news)
6 It wouldn't be so cold if ___. (you / not open the windows)
7 If my mother didn't live on her own, ___. (she / be happier)
8 If it rains on Saturday, ___. (they / cancel the match)
9 You wouldn't spend so much money if ___. (you / not eat out every night).
10 Rita won't go to work tomorrow if ___. (she / not feel better)

2 PRONUNCIATION sentence stress, the letter *c*

a 7.2 Listen and complete the sentences.

1 If I did more exercise, I'd be a lot fitter.
2 I'd ___ my own ___ if I had a ___.
3 Would you ___ a ___ if you ___?
4 If it were ___, I ___ the ___.
5 I ___ a ___ if I ___ in the ___.

b Listen again and repeat the sentences. Copy the rhythm.

c Say the pairs of words. Do the letters in **bold** have the same pronunciation or are they pronounced differently? Write **S** (same) or **D** (different).

1 **c**arpet lo**c**ation S
2 **c**abin **c**eiling D
3 **c**entre **c**osy ___
4 spa**ci**ous spe**ci**al ___
5 **c**ity **c**entre ___
6 **c**astle musi**ci**an ___
7 de**c**ide entran**ce** ___
8 firepla**ce** bal**c**ony ___

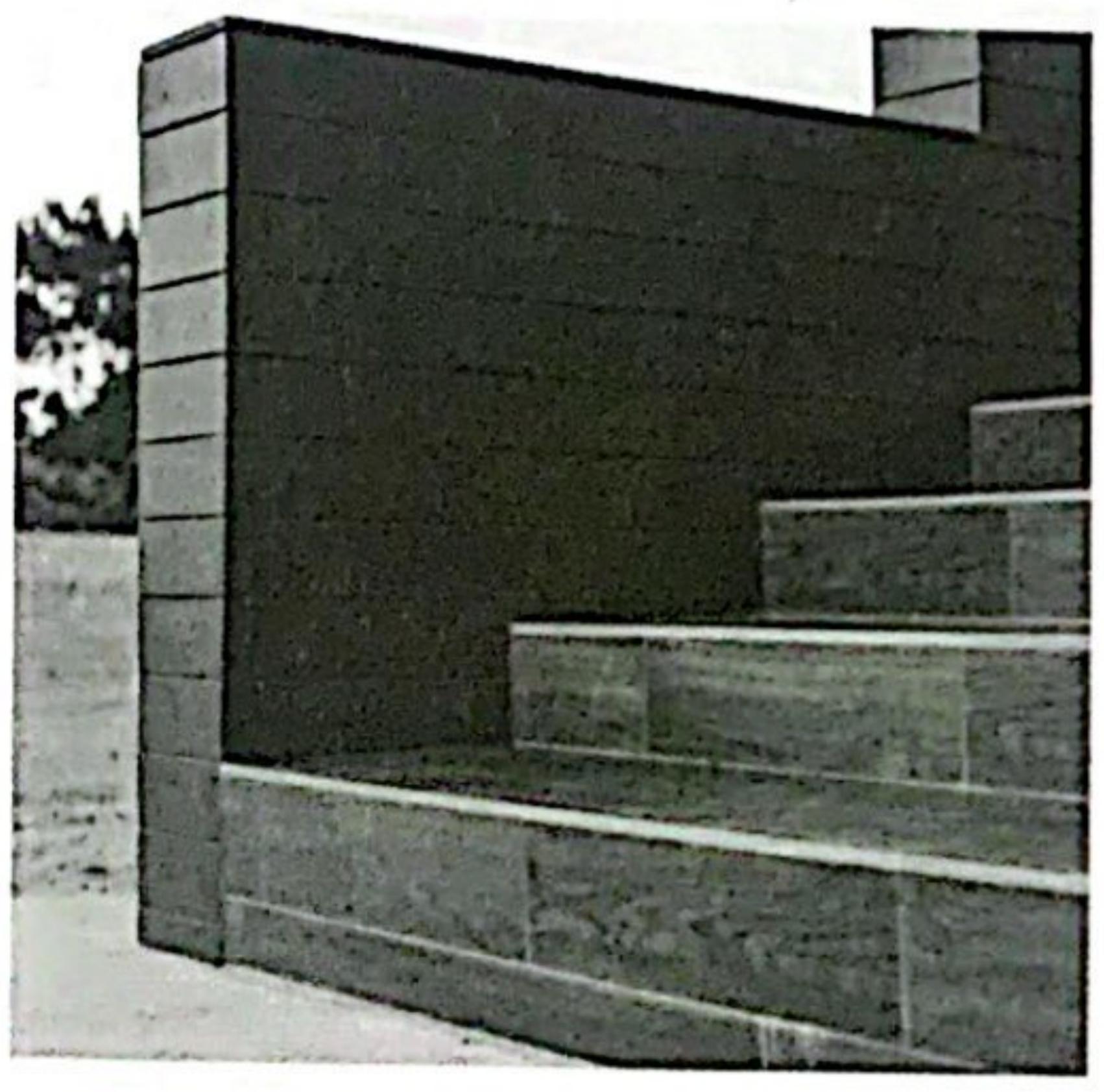
d 7.3 Listen and check. Then listen again and repeat the words.

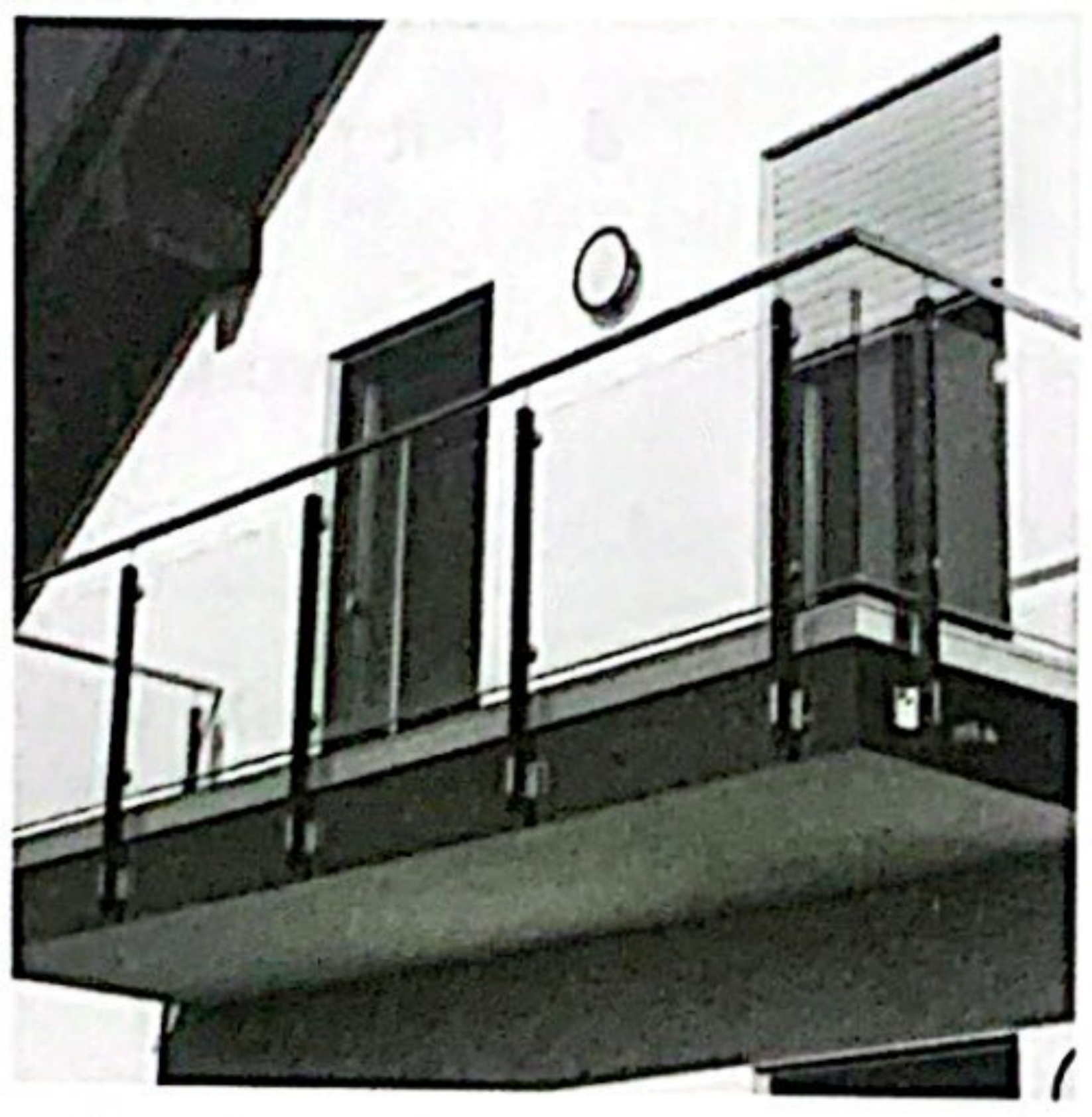
3 VOCABULARY houses

a Complete the sentences with *in* or *on*.

1 We're looking for a flat in a suburb. We don't want to live in the city centre.
2 I'd love to live by the sea, maybe ___ the south coast.
3 All the bedrooms are ___ the first floor.
4 Sara bought a beautiful cottage ___ the country, where she can ride her horse.
5 Yusuf lives ___ the outskirts of the city, so he has to commute to the centre every day.
6 My grandparents live ___ a town north of Manchester called Blackburn.

b Label the pictures.


1 steps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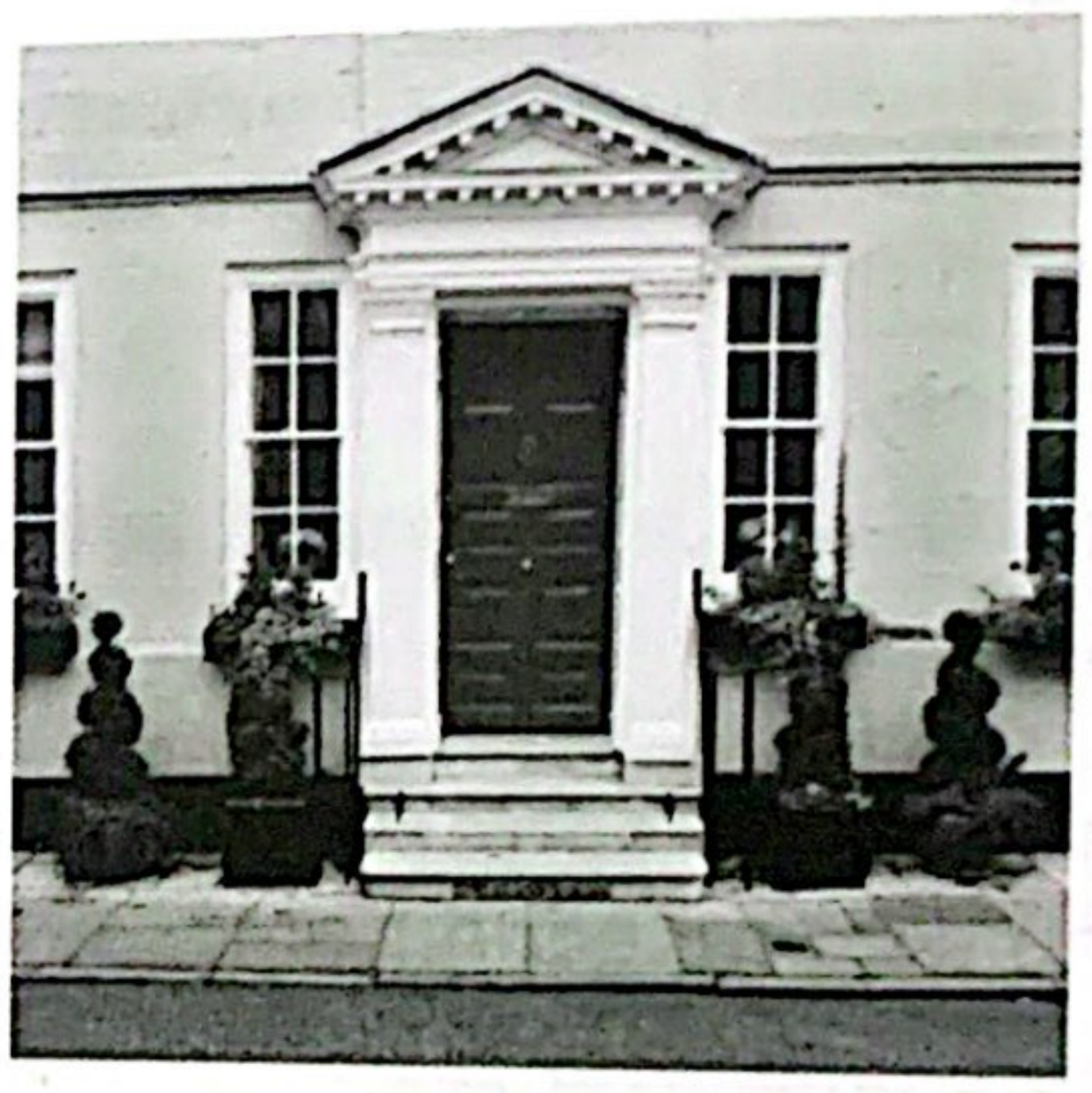
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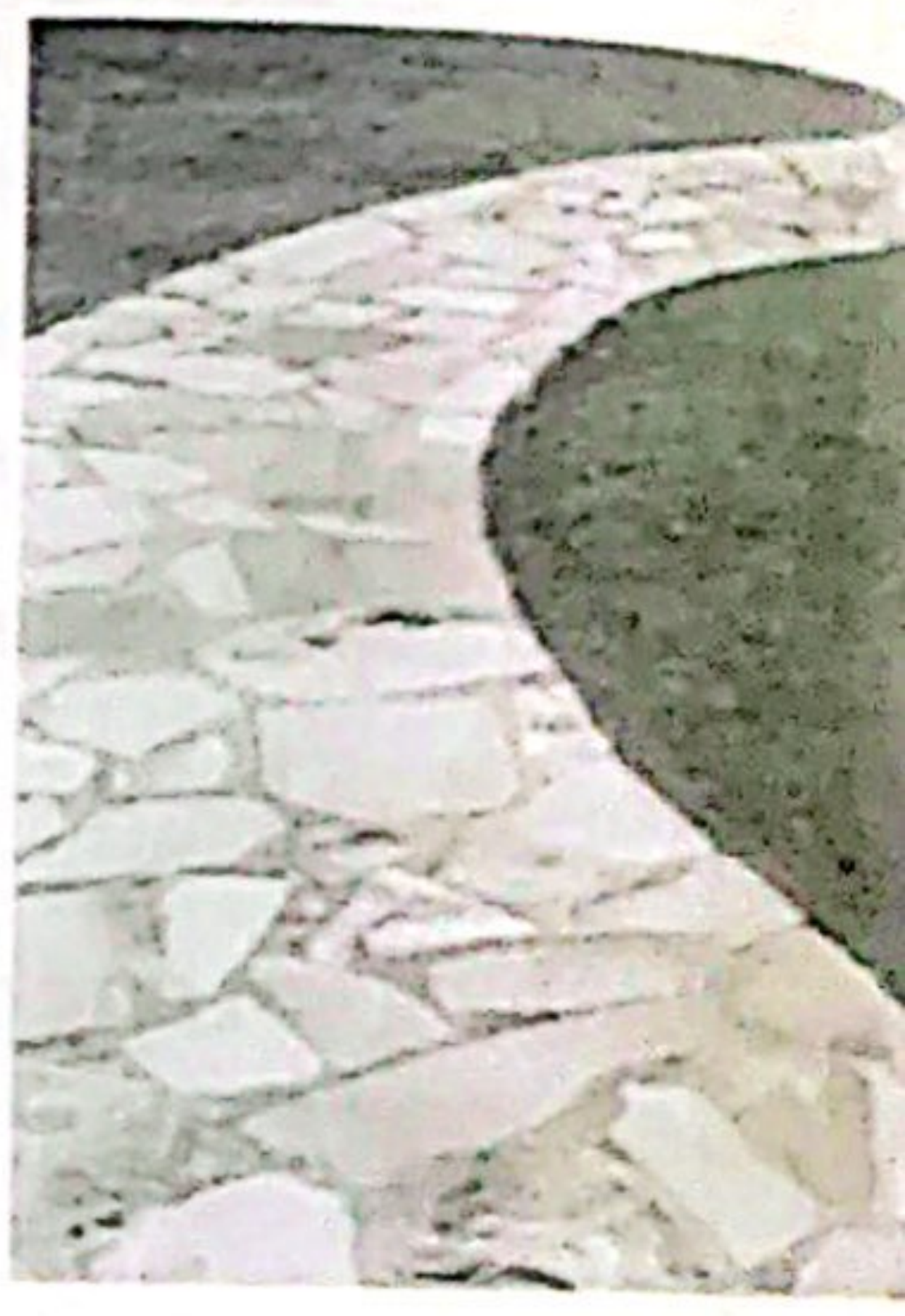
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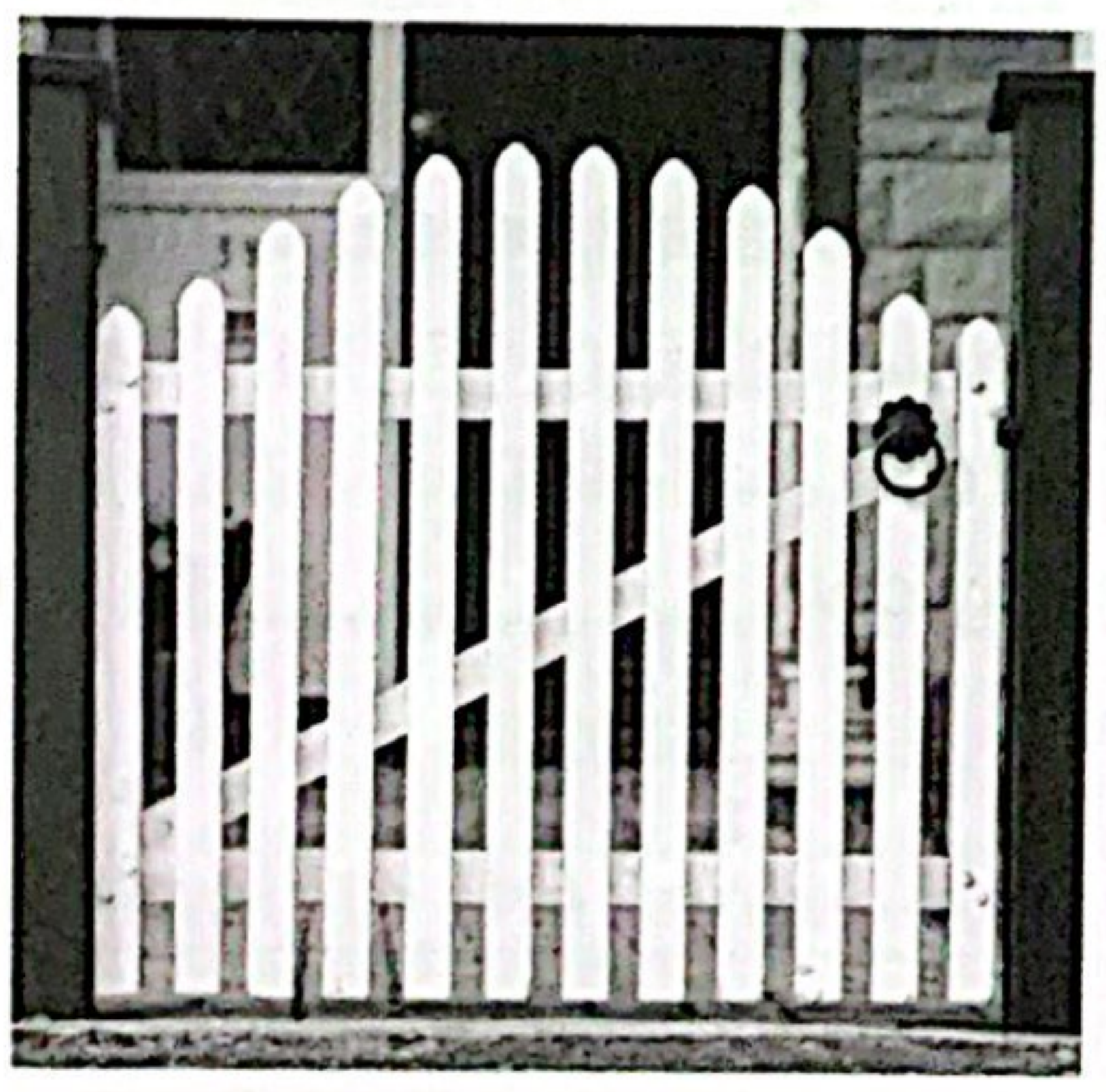
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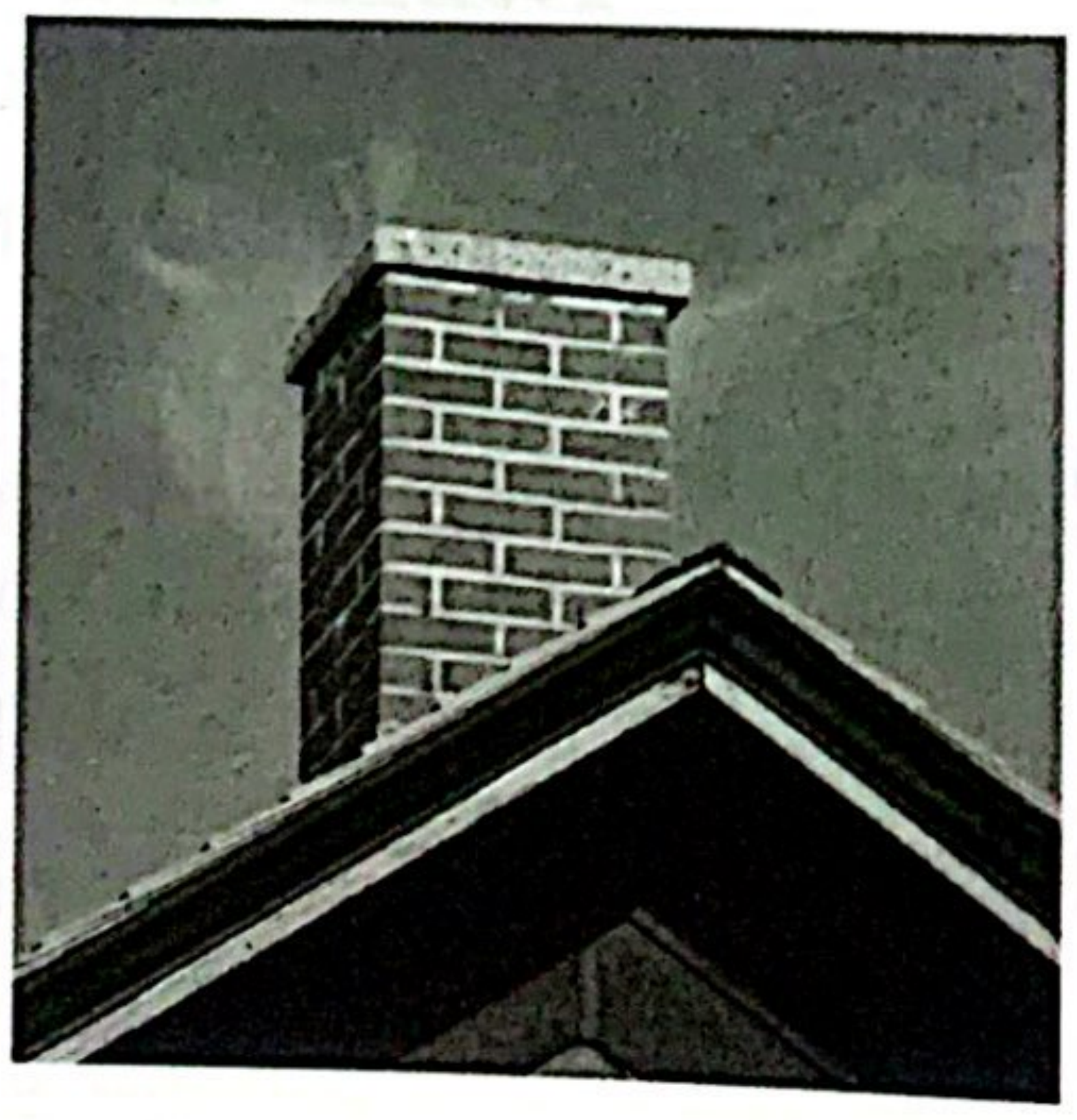
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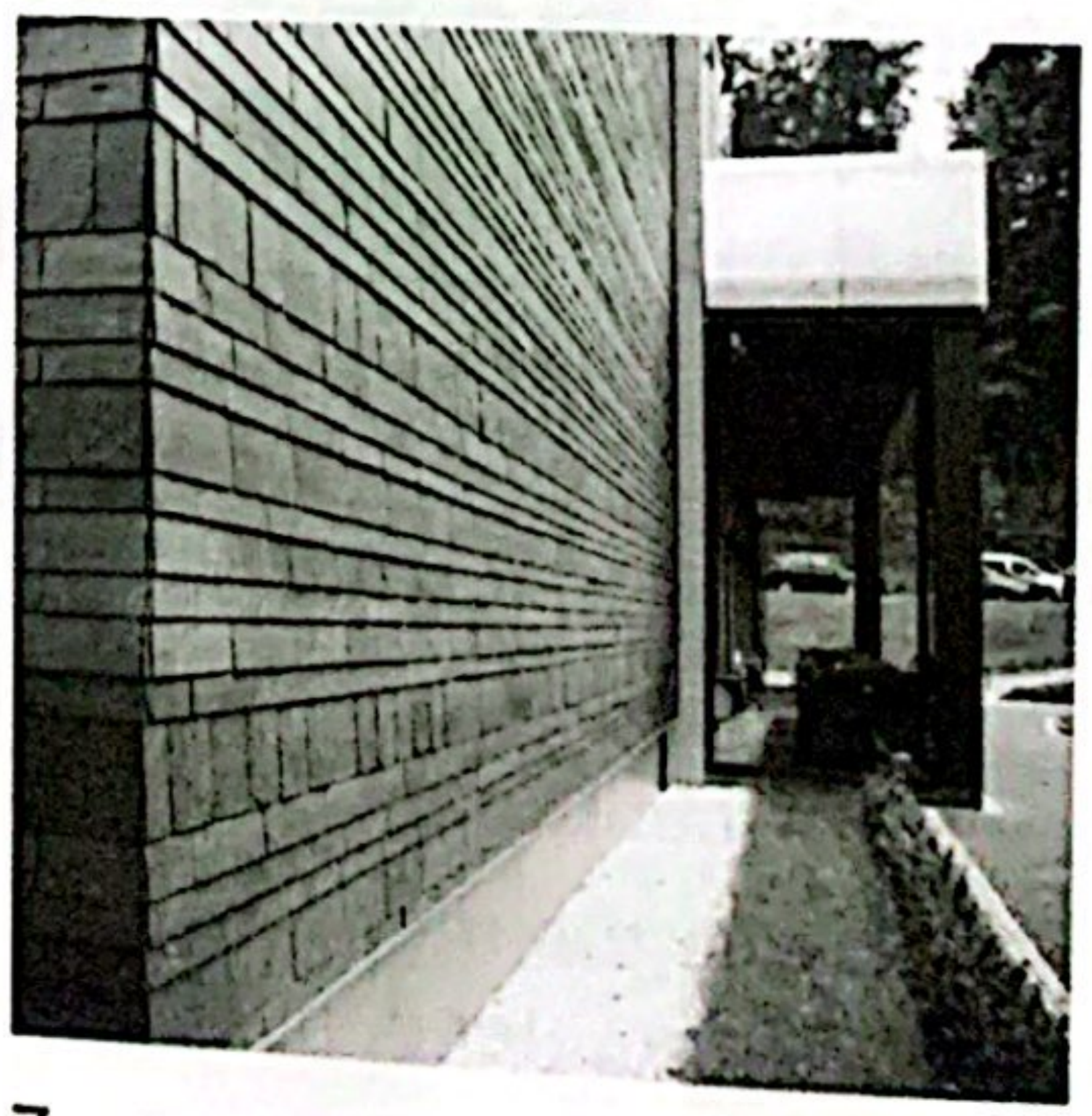
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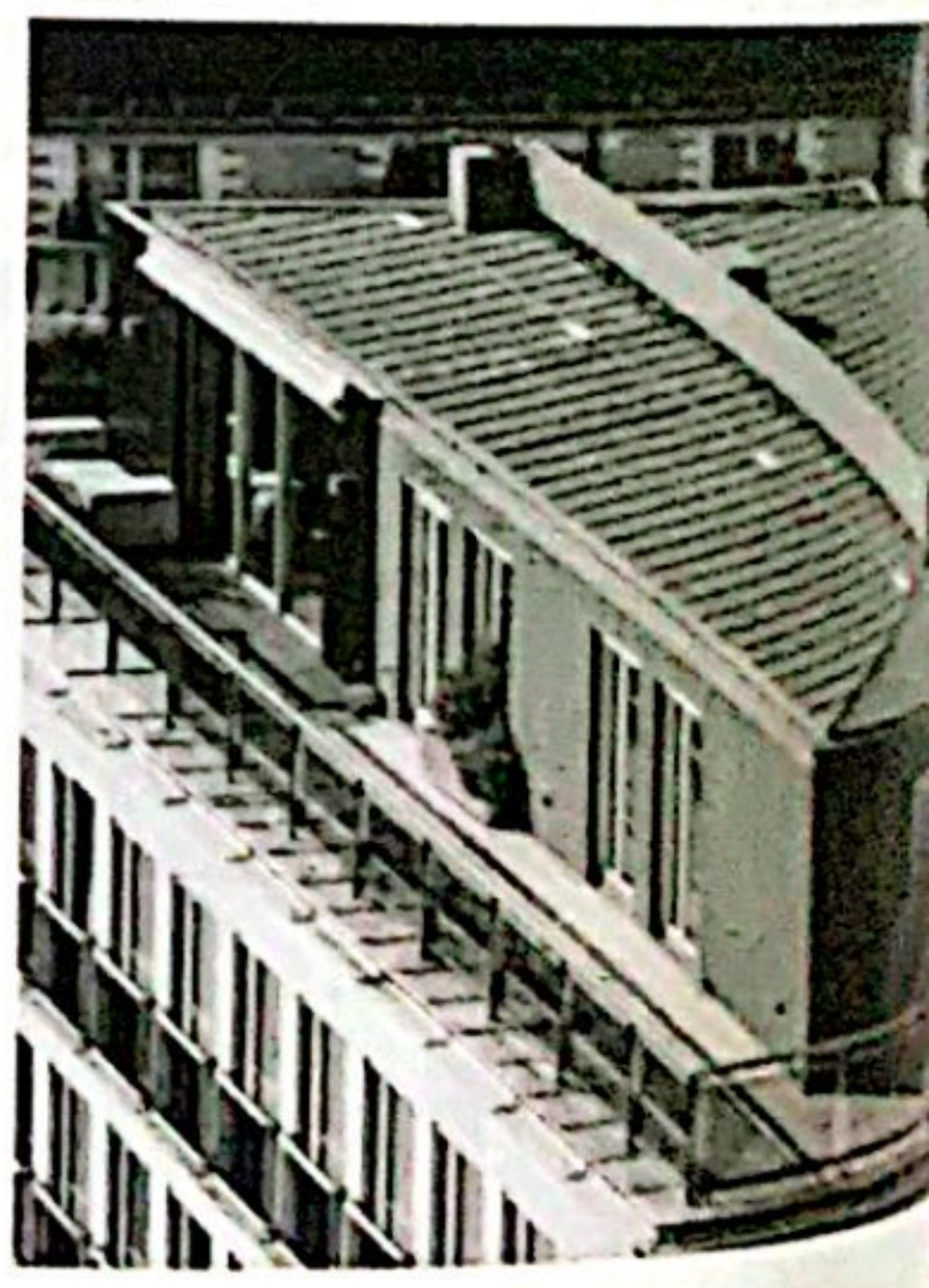
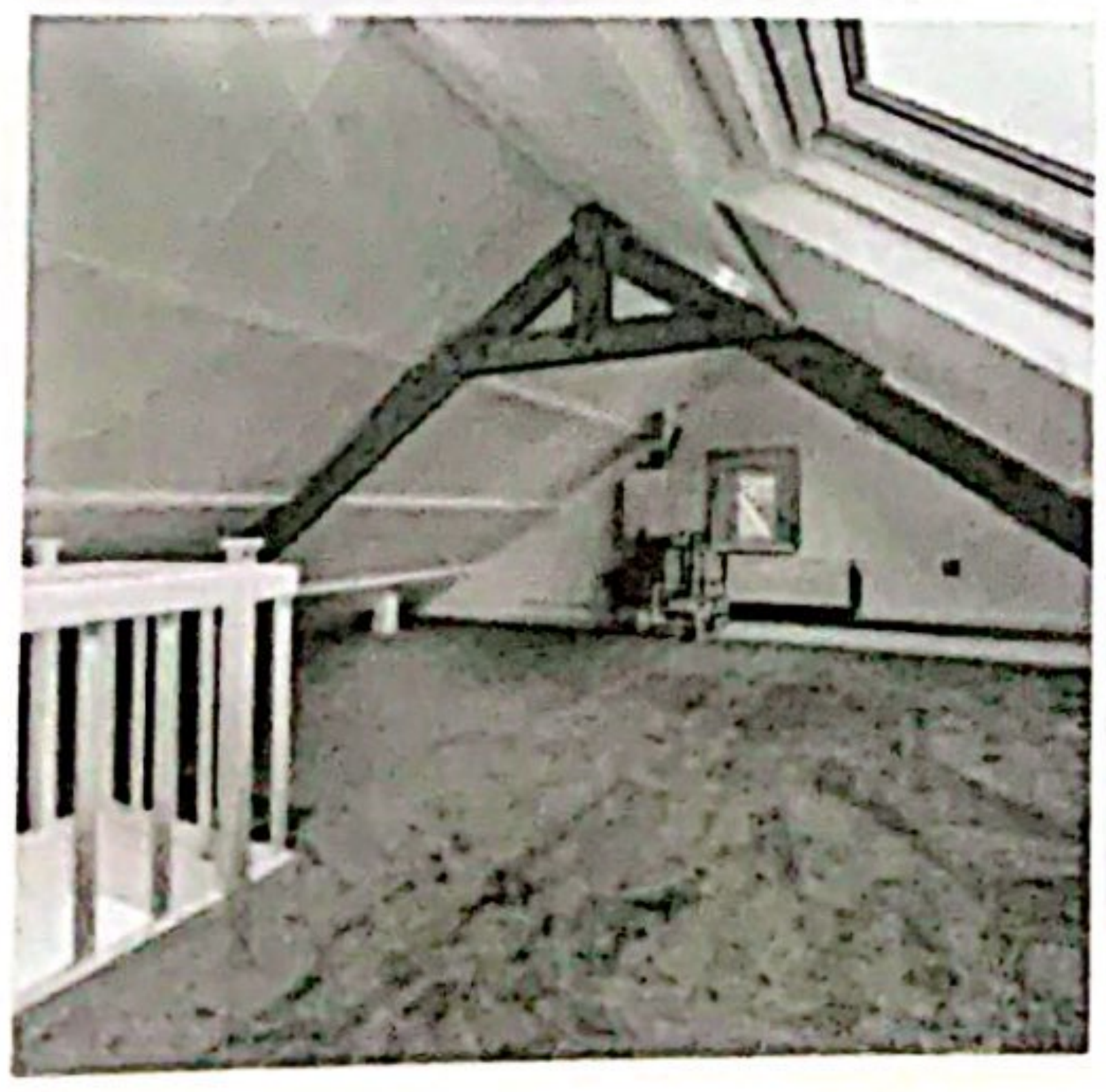
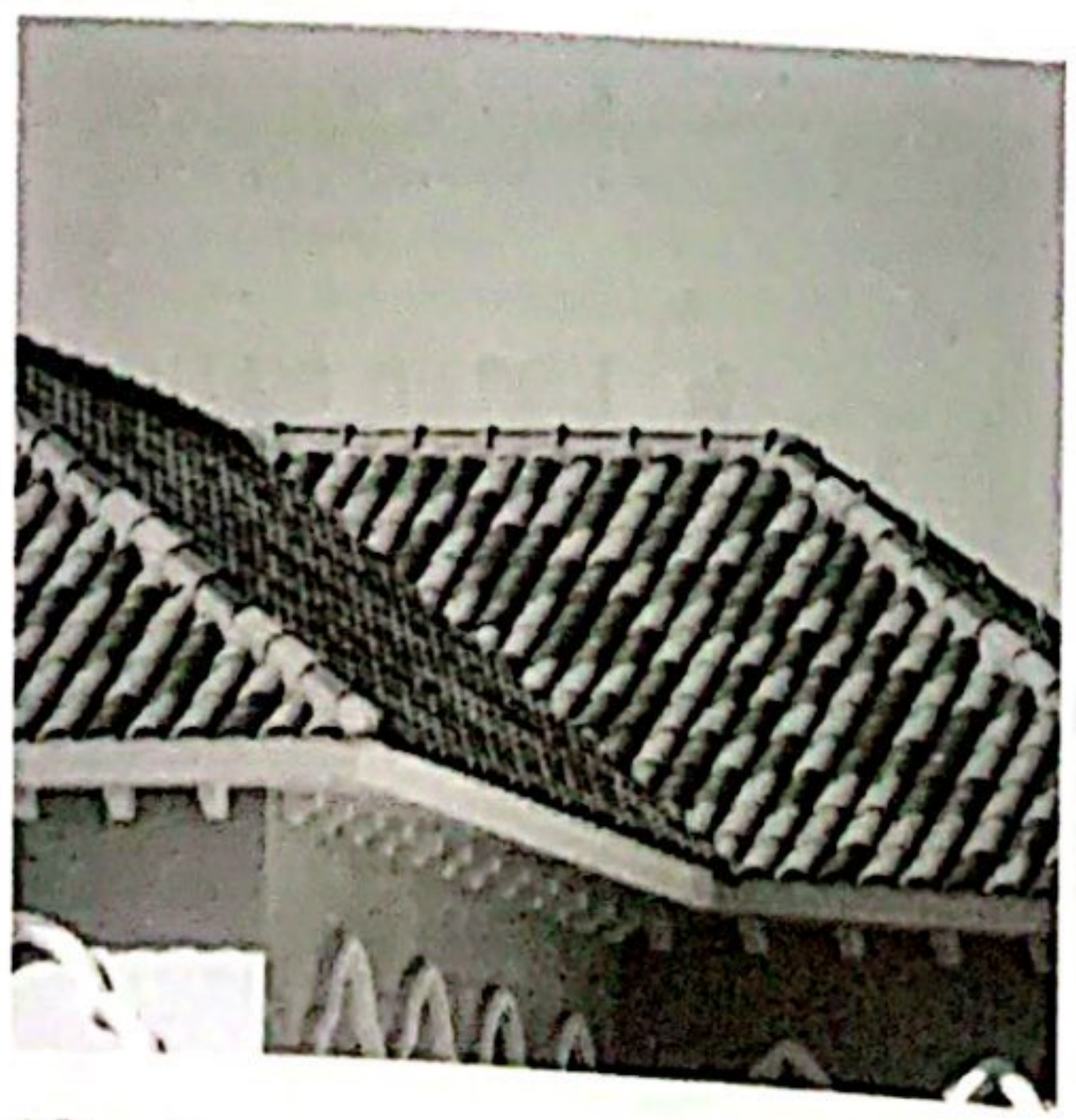
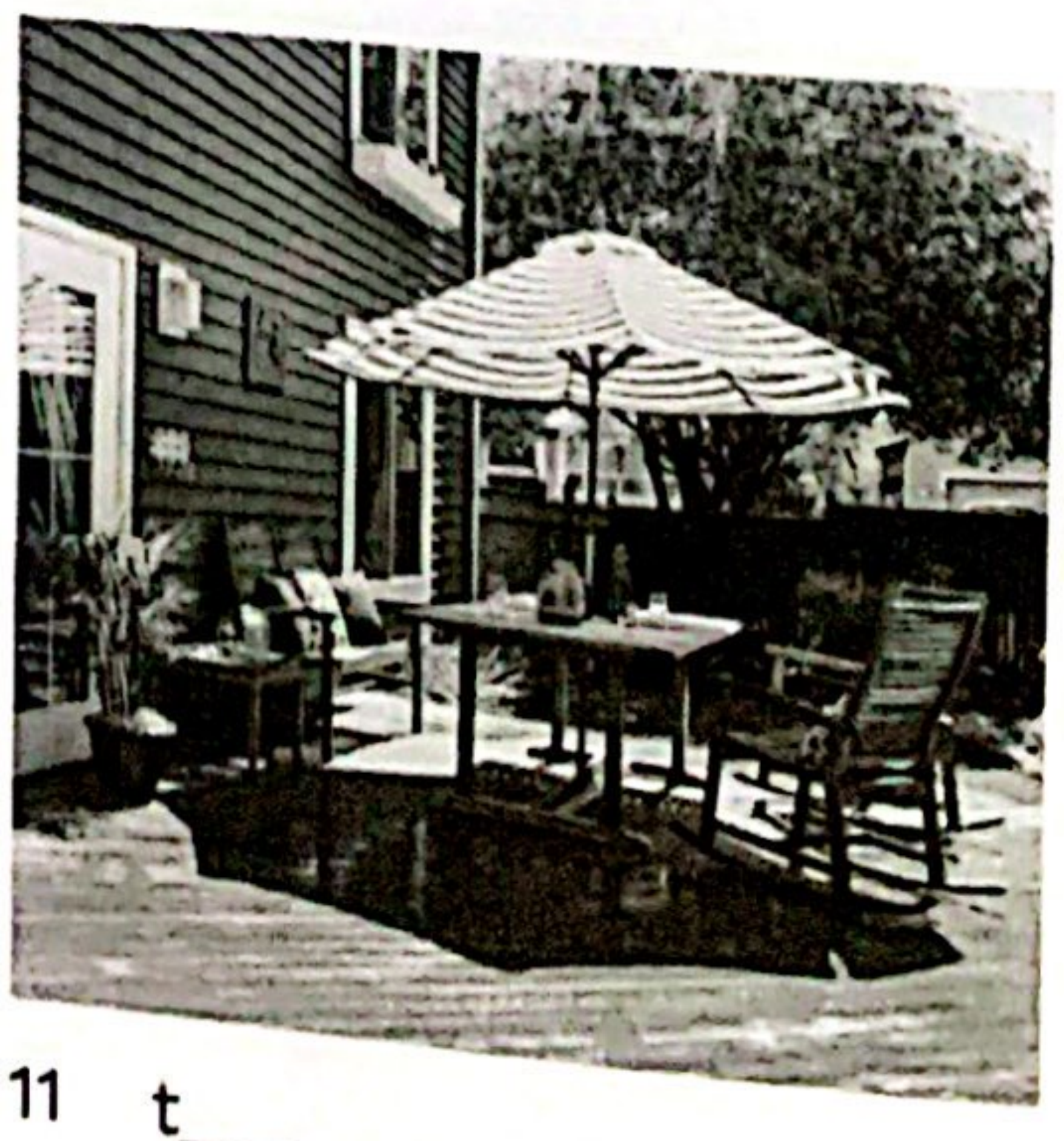
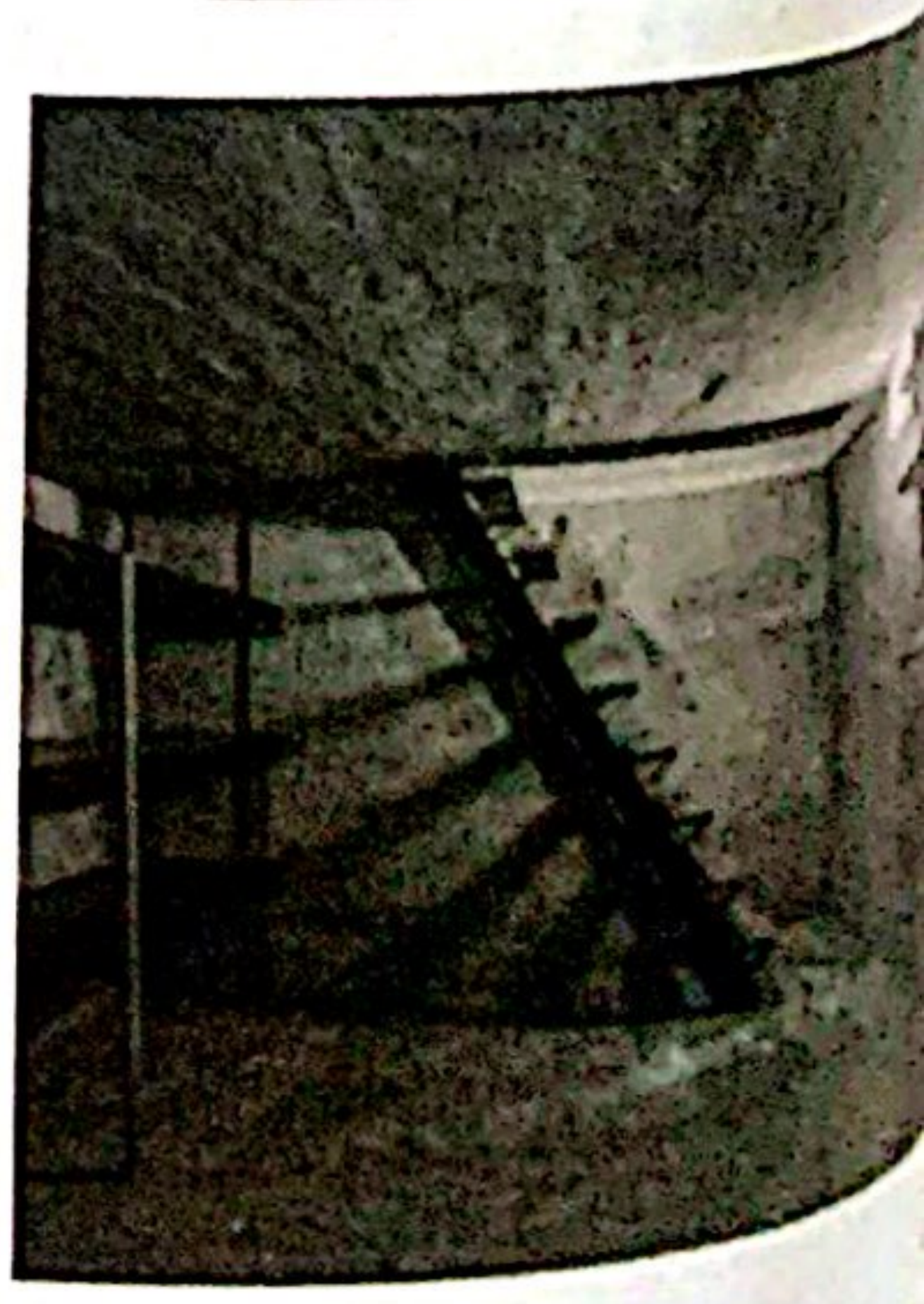

8 t___ fl___


9 a___


10 r___


11 t___


12 b___

c Complete the adverts. Circle **a**, **b**, or **c**.

FOR SALE

This ¹___ flat is on the top floor of a building with magnificent views of Regent Park. All the rooms are very ²___. It has three bedrooms, a bathroom, and a large ³___ kitchen. The living room has a ⁴___ floor, and there are carpets in all the bedrooms.

1 [✓ **a** modern] **b** recent **c** young
2 **a** clear **b** light **c** lit
3 **a** big **b** spacious **c** tiny
4 **a** board **b** rug **c** wooden

LLAGE LOCATION

FOR SALE

This 18th-century cottage is situated in a quiet village. It has a kitchen, bathroom, living room, and two small but ⁵___ bedrooms. All the rooms have low ⁶___, and the walls are made ⁷___ stone. There is an open ⁸___ in the living room, but the house also has central heating.

5 **a** cosy **b** safe **c** soft
6 **a** ceilings **b** roofs **c** walls
7 **a** by **b** in **c** of
8 **a** chimney **b** fire **c** heating

FOR SALE

This recently built house is located on the ⁹___ of the city, with good public transport links. Downstairs there's a kitchen, a living room, and a dining room, while on the ¹⁰___ floor there are three bedrooms and a stylish bathroom. At the back of the house there are four ¹¹___ down to a small garden with a ¹²___ which is perfect for outdoor entertaining.

9 **a** suburbs **b** outskirts **c** centre
10 **a** ground **b** first **c** second
11 **a** steps **b** stairs **c** paths
12 **a** terrace **b** basement **c** balcony

EPISODE 4 PICTURES OF YOU

Practical English

Together again?

making suggestions

1 MAKING SUGGESTIONS

a Re-order the words to make phrases for making and responding to suggestions.

1 not / why
Why not ________?

2 go / could / we / there
________.

3 a / idea / great / that's
________.

4 pub / don't / to / we / why / a / go
________?

5 shall / that / go / we / where / for / drink
________?

6 going / what / to / about / Giovanni's
________?

7 Red / The / how / Lion / about
________?

8 there / go / we / shall
________?

b Complete the conversation with the phrases from **a**.

Jess [1] Where shall we go for that drink ________?
Phil There's a really nice tea shop up the road. [2] ________.
Jess Actually, I'd prefer a cold drink.
Phil OK, [3] ________?
Jess Good idea, [4] ________? I've heard it's a really nice pub and it's quite near here.
Phil Thinking about it, I'm quite hungry. [5] ________
Jess [6] ________? ________. They have excellent pizzas.
Phil And it isn't very far. [7] ________?
Jess Yes, [8] ________?

2 VERB FORMS

Complete the sentences with the correct form of a verb from the list.

eat out go meet ~~order~~ play watch

1 We could order ________ a pizza.
2 Shall we ________ a film?
3 What about ________ outside the train station?
4 Why don't we ________ cards?
5 How about ________ to the theatre?
6 Let's ________ tonight.

3 SOCIAL ENGLISH

a Complete the highlighted phrases in the conversations with a word from the list.

ahead done ~~forget~~ forward over

1 **A** Do you remember when Max came jogging with us?
B How could I forget ________?

2 **A** I finished my course last month.
B Well ________!

3 **A** Well, it's been really nice seeing you again.
B Yes, it has. I'm looking ________ to working with you.

4 **A** I wanted to ask you something about work.
B Sure, go ________.

5 **A** So, what did you want to talk to me about?
B I'll tell you ________ a drink.

b Complete the conversation with the highlighted phrases from **a**.

1 **A** I've just passed my driving test.
B Well done ________! That's fantastic news.

2 **A** I hope you have a lovely holiday.
B Thanks. ________ having a break.

3 **A** Do you remember the first time you met my parents?
B ________?

4 **A** I wanted to ask you something about your new car.
B Sure, ________.

5 **A** So, what do you think I should do about my relationship?
B I can't chat now. Let's talk about it ________.

17 Can you remember...?

1 GRAMMAR

Circle the correct words.

1 John and Mary are delighted because their son *gets / 's getting / will get* married next year.
2 He *plays / 's playing / 's been playing* tennis for ten years.
3 You *don't have to / ought to / mustn't* send text messages when you're driving. It's against the law.
4 I'd love to *can / be able to / could to* play the piano, but I can't.
5 If I *have / had / will have* time tonight, I'll send you those photos.
6 If I knew the answer, I *'ll tell / tell / 'd tell* you.

2 VOCABULARY

Circle the word that is different.

1 dishonest irresponsible sympathetic unkind
2 borrow charge invest mortgage
3 boarding primary state head
4 circuit coach pitch track
5 cast extra plot star
6 lips shoulder teeth tongue

3 PRONUNCIATION

Circle the word with a different sound.

k key	1 carpet cast [✓ cinema] critic
s snake	2 ceiling centre cosy terrace
ʃ shower	3 city musician spacious special
eɪ train	4 stare state taste trailer
aɪ bike	5 eyes fail high smile

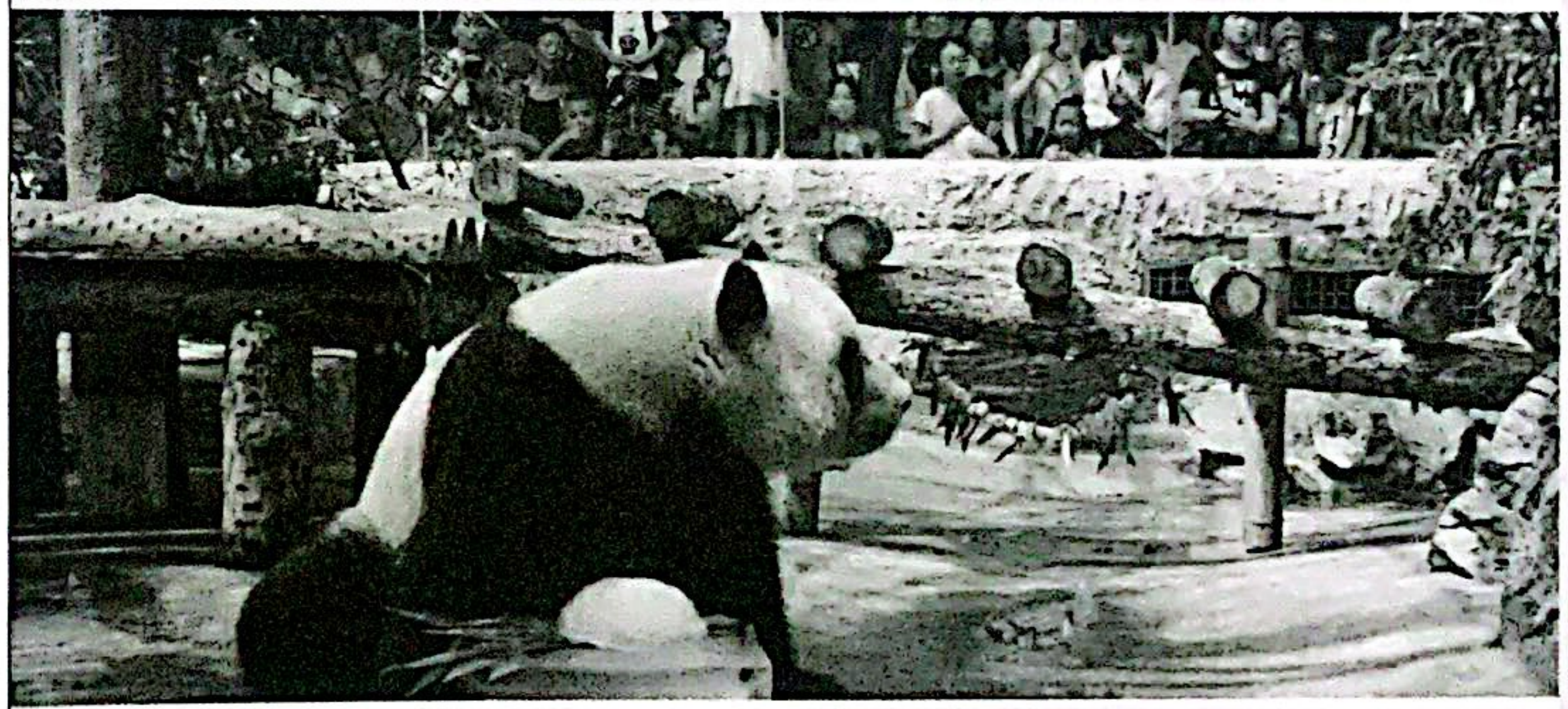
4 GRAMMAR & VOCABULARY

Read the article. Circle a, b, or c.

Alternative schooling

Sue Cowley is an experienced teacher and author of many books on how to give children [1]____ education. These days, teachers [2]____ insist that children must be educated at school, not at home. However, Sue doesn't agree. That's why, when her children were young, she decided to take them out of school for six months to go on a road trip. The route the family took [3]____ by the children themselves – Alvie and Edite, who were eleven and eight at the time.

Sue and her children [4]____ in the family car and headed for the Netherlands, where they stayed in a mobile home on the [5]____ of Amsterdam. They visited Anne Frank's house and the Rijksmuseum. From there, they drove all around Europe before making their way to China. While their [6]____ were studying hard at school, Alvie and Edite [7]____ giant pandas at Beijing Zoo.



The children [8]____ get up early or study on their trip, but their mother [9]____ them write a page in their travel diary every day. Alvie and Edite learned a lot on their travels, including how to draw an accurate map of Europe, and what to do if you become separated from your family on the Underground.

[10]____ more than ten years since their road trip, but Sue and her children will never forget the experience.

1 **a** better **b** best **c** the best
2 **a** usually **b** are used to **c** used to
3 **a** chose **b** was chose **c** was chosen
4 **a** set down **b** set off **c** set up
5 **a** coast **b** outskirts **c** suburbs
6 **a** classmates **b** colleagues **c** partners
7 **a** have visited **b** had visited **c** were visiting
8 **a** can't **b** didn't have to **c** mustn't
9 **a** allowed **b** let **c** made
10 **a** It's **b** It's been **c** It was

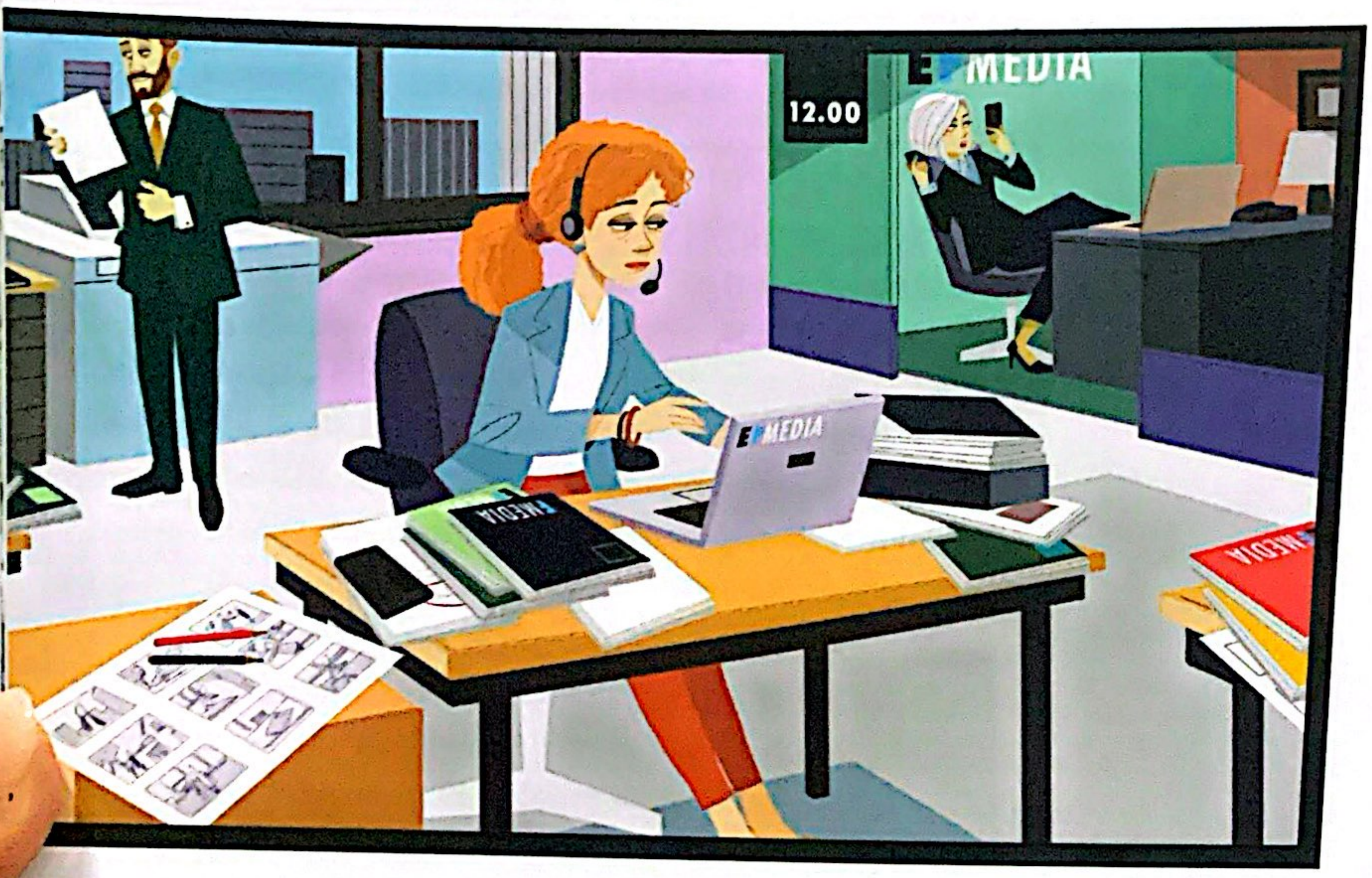
8A The right job for you

G choosing between gerunds and infinitives
V work
P word stress

What would you like to do after university?

I'd like to be an accountant. I enjoy working with numb

1 VOCABULARY work



a Look at the picture of Clare at work. With a partner, make guesses about her job.

1 What do you think Clare does?
2 Who do you think the woman in the black suit is?
3 Do you think Clare likes her job?

b Video Watch the video and check your answers to **a**. Then number sentences A–I in the correct order (1–9). Watch again and check.

A ☐ She decided to **set up** an online business selling cupcakes.
B 1 Clare **worked for** a marketing company.
C ☐ She was **unemployed** and had to **look for a job**.
D ☐ One day, they had an argument and Clare **resigned**.
E ☐ Her business is **doing very well**. Clare is a success!
F ☐ She **applied for** a lot of jobs and sent in CVs.
G ☐ She had a **good salary**, but she didn't like **her boss**.
H ☐ She had some interviews, but she didn't **get the jobs**.
I ☐ She had to work very long hours and **do overtime**.

c Watch the video again without the sound. Say the sentences for each picture.

d **V** **Vocabulary Bank** Work *p.249*

Words with different meanings

Sometimes the same word can have two completely different meanings, e.g.

*She has a **degree** in economics.*
(= a university qualification)
*It was only four **degrees** this morning.*
(= temperature)

e With a partner, explain the difference in meaning between the pairs of sentences.

1 a He's **running** a business.
  b He's **running** a marathon.
2 a Marion **was fired** last week.
  b When the man **fired** the gun, everyone screamed.
3 a I **work** in a shop.
  b My laptop **doesn't work**.
4 a There's a **market** for this product.
  b There's a **market** where you can buy vegetables.
5 a Steve has set up a **company**.
  b Steve is very good **company**.

2 PRONUNCIATION & SPEAKING word stress

a Underline the stressed syllable in each word. Use the phonetics to help you.

1 a|pply /ə'plaɪ/
2 sa|la|ry /'sæləri/
3 re|dun|dant /rɪ'dʌndənt/
4 ex|pe|ri|ence /ɪk'spɪəriəns/
5 o|ver|time /'əʊvətaɪm/
6 per|ma|nent /'pɜːmənənt/
7 qua|li|fi|ca|tions /kwɒlɪfɪ'keɪʃnz/
8 re|sign /rɪ'zaɪn/
9 re|spon|si|ble /rɪ'spɒnsəbl/
10 tem|pora|ry /'temprəri/

b 8.4 Listen and check. Practise saying the words.

c Think of someone you know who has a job. Prepare answers to the questions below.

- What does he / she do?
- What qualifications does he / she have?
- Is his / her job...?
  - – full time or part time
  - – temporary or permanent
- Where does he / she work (in an office, at home, etc.)?
- What hours does he / she work?
- Does he / she have to do overtime?
- Does he / she get a good salary?
- Does he / she like the job? Why (not)?
- Would you like to do his / her job? Why (not)?

d Work in pairs. **A** interview **B** about his or her person's job. Ask more questions if you can. Then swap.

I'm going to tell you about my cousin. Her name's Corinne.

What does she do?

3 GRAMMAR
choosing between gerunds and infinitives

a Complete the questionnaire by putting the verbs in the correct form: the gerund (e.g. *working*) or *to* + infinitive (e.g. *to work*).

Match your personality to the job

1	I'd like to work as part of a team.	*work*
2	I enjoy __________ people with their problems.	*help*
3	I don't mind __________ a very large salary.	*not earn*
4	I'm good at __________ to people.	*listen*
5	I'm good at __________ quick decisions.	*make*
6	__________ risks doesn't worry me.	*take*
7	I'm happy __________ by myself.	*work*
8	I'm not afraid of __________ large amounts of money.	*manage*
9	I'm good at __________ myself.	*express*
10	I always try __________ my instincts.	*follow*
11	It's important for me __________ creative.	*be*
12	I enjoy __________.	*improvise*
13	__________ complex calculations is not difficult for me.	*do*
14	I enjoy __________ logical problems.	*solve*
15	I find it easy __________ theoretical principles.	*understand*
16	I am able __________ space and distance.	*calculate*

b Read the questionnaire and tick (✓) **ONLY** the sentences that you strongly agree with. Discuss your answers with a partner.

c Ⓒ **Communication** Match your personality to the job *p.196* Find out the results. Do you agree?

d Look at the sentences in the questionnaire. Complete the rules with the gerund or *to* + infinitive.

1 After some verbs, e.g. *enjoy* and *don't mind*, use __________.
2 After some verbs, e.g. *would like*, use __________.
3 After adjectives, use __________.
4 After prepositions, use __________.
5 As the subject of a phrase or sentence, use __________.

e Ⓖ **Grammar Bank** 8A *p.232*

f Write something for **FIVE** of the things in the circles.

- something you're **planning to do** in the summer
- a country you**'d like to visit** in the future
- somebody you **wouldn't like to go** on holiday with
- a job you**'d love to do**
- somebody you find very **easy to talk to**
- a job you **hate doing** in the house
- something you're **afraid of doing**
- a sport, activity, or hobby you **love doing**
- something you **enjoy doing** on Sunday mornings
- something you **must do** or **buy** urgently

g Work in groups. Tell the others about what you have written and answer any questions they have.

I'd love to be an architect.

Why?

Because I think it would be great to...

4 WRITING a covering email

Ⓦ **Writing Bank 8** *p.206* Write an email to send with your CV to apply for a job.

5 READING & SPEAKING

a Read the first part of an article about the TV programme *Dragons' Den*. Answer the questions.

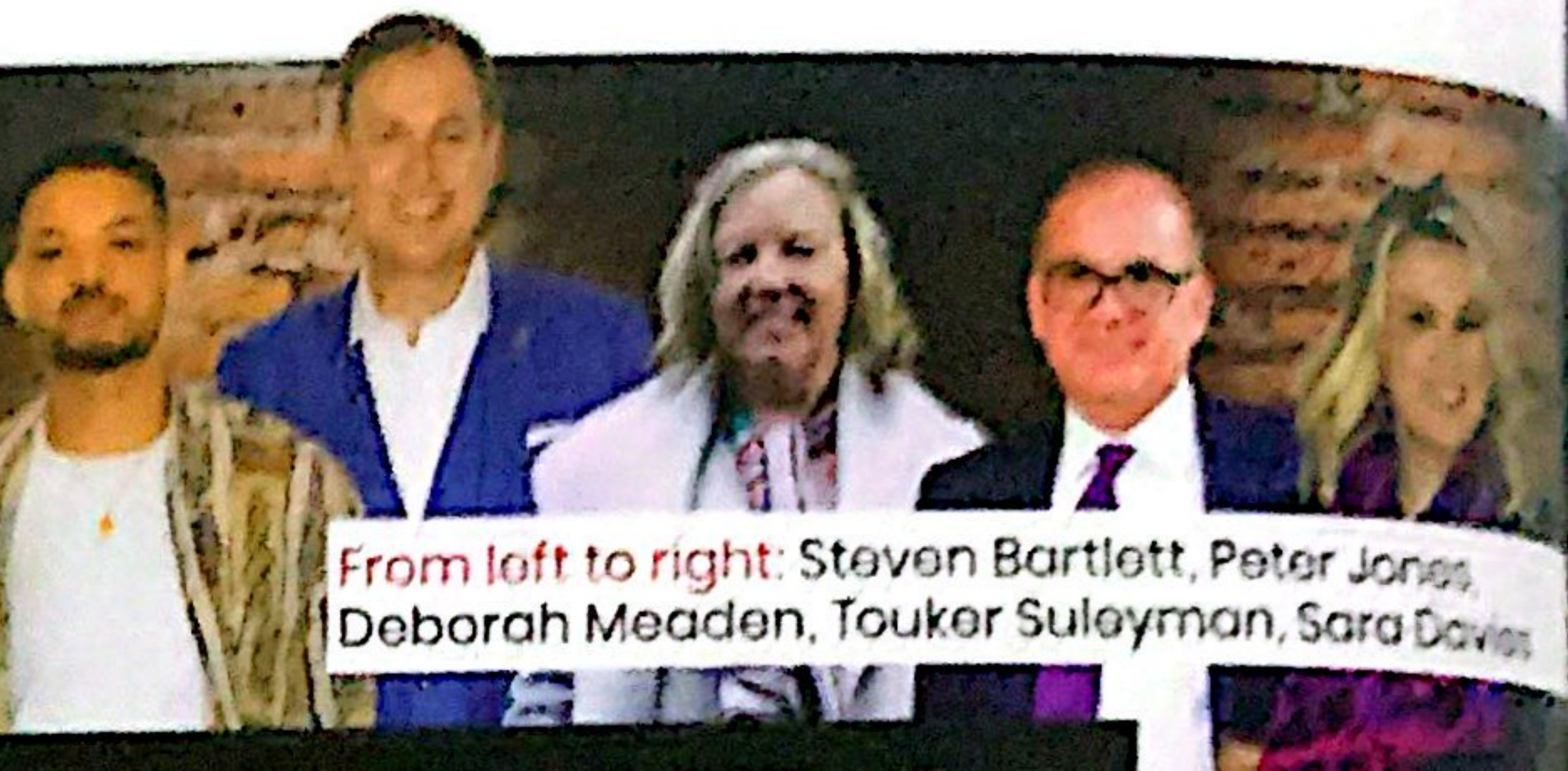
1 Who are the 'Dragons'?
2 Where do the contestants meet them?
3 How does the programme work?
4 Is there a similar TV programme in your country?

b Look at the photos and read about three products that were presented on the show. Answer the questions and say why.

Which product do you think...?

1 the Dragons invested in and has been successful
2 the Dragons didn't invest in and has been a failure
3 the Dragons didn't invest in, but has been very successful

In the Dragons' Den



From left to right: Steven Bartlett, Peter Jones, Deborah Meaden, Touker Suleyman, Sara Davies

Dragons' Den is a UK TV series which has been on TV every year since the original show in 2005, with similar versions in many different countries. In the UK programme, contestants present their ideas for a product or service to five very successful business people. These people are nicknamed 'the Dragons', and the intimidating room where they meet the contestants is called 'the Den'. The Dragons, who are multi-millionaires, are prepared to invest money in any business that they believe might be a success. In return, they take a share in the profits. The contestants are usually entrepreneurs, product designers, or people with a new idea for a product or a service. They have three minutes to make their pitch, then the Dragons ask them questions about it and its possible market. Finally, the Dragons say if they are prepared to invest or not. If they are not convinced by the presentation, they say the dreaded words, 'I'm out'. So far, the highest amount the Dragons have ever offered on the programme is £250,000, and the highest percentage of a business contestants have given away is 79%.

Glossary

den the hidden home of some types of wild animal

entrepreneur a person who makes money by starting or running businesses

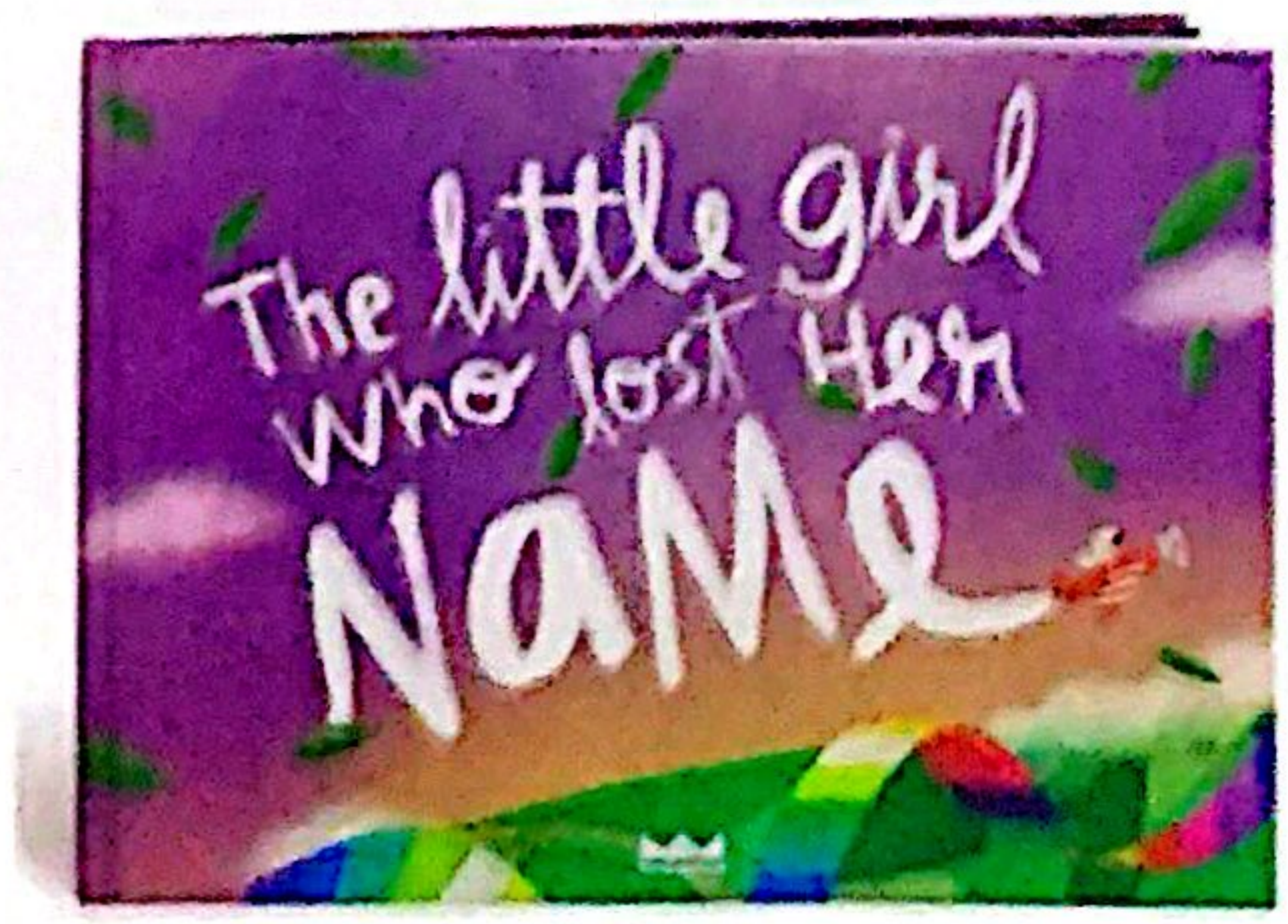
make a pitch present something you're trying to sell

Oppo ice cream

80
oppo
Double Salted Caramel Swirl

Brothers Charlie and Harry Thuillier came up with the idea of a low-calorie ice cream when they were travelling in Brazil. Charlie worked on over 1,000 recipes before coming up with a product they thought worked – an ice cream that tasted delicious, but had fewer calories than an apple. They asked the Dragons for £60,000 in exchange for a 7% share of the business.

Wonderbly



A group of four dads from East London, Asi, Tal, David, and Pedro, asked the Dragons for £100,000 in exchange for 4% of their company. Their product was a personalized book where the child's name appears as the main character in the story. It is called *The Little Boy / Girl Who Lost His / Her Name*, and tells of a child who has lost their name and goes on an adventure to find it.

Eggxactly

James Seddon, an entrepreneur and egg enthusiast, asked the Dragons for £75,000 investment in his new invention, an egg cooker which can boil an egg quickly and easily without using water. He used to find it hard to make the perfect boiled egg for his daughter. His machine uses a microprocessor to calculate the exact time the eggs need to be cooked 'eggxactly' as you like them.

c **Communication** Dragons' Den **A** *p.189* **B** *p.194* **C** *p.196*
Work in groups of three. Find out what happened.

Mediation **Discuss these two questions together and come to an agreement:**

- Do you think the Dragons made the right decision about each product? Why (not)?
- Which product do you think would be most successful in your country? Why?

Mediation Bank 8 *p.261* **Spoken mediation: Collaborating**

6 LISTENING

a **Look at the photo of two more *Dragons' Den* contestants and their product. Do you think they were successful?**

Jake and Joe asked for £60,000 in exchange for 20% of their online photo-framing business Frame Again.

Peter, The Price Is Going Up!
frame again
frame again

b **8.8** **Exam** **Listen to Part 1 of an interview with Joe about his experience. Write T (true) or F (false) for each sentence.**

1 Joe and Jake applied to be on *Dragons' Den* together.
2 They prepared their pitch very quickly.
3 The show was filmed in Manchester.
4 They didn't do any preparation the night before.
5 They only slept for a few hours the night before the programme.
6 They were the third contestants on that programme.
7 Other contestants waited for up to 12 hours for their turn.
8 They met one of the Dragons while waiting to go on.

c **Listen again. Correct the false sentences.**

d **8.9** **Listen to Part 2. What was different about Joe and Jake's experience compared to the others'?**

Listen again and make notes. What does Joe say about...?

1 smiling at Deborah Meaden
2 Jake's first words
3 'I'm out.'
4 Peter's appearance
5 Jessops
6 the job offer

8.10 **Listen to the end of the interview. What did Joe and Jake decide to do? Why? Did they think it was the right decision?**

7 SPEAKING

Forever Fresh

a **Video** **Watch *A product presentation*. Would you buy this new product? Why (not)?**

b **Watch the video again. Number the questions 1–5 in the order they answer them.**

A ☐ How much will it cost?
B ☐ What is the product for? Give a detailed description.
C ☐ Who are you? What's the name of your product?
D ☐ Do you have an advertising slogan for the product?
E ☐ Who is the product for?

c **Video** **Now watch some extracts from the video in a. Then complete the gaps in the information box.**

Presenting a product

1 Hello / Good morning. I'm Max, and __________ is Jasmine.
2 We're here to tell you about our new __________.
3 The __________ of our new product is...
4 We think (*Forever Fresh*) is going to be very __________ because...
5 The __________ is very reasonable.
6 And our __________ is...

d **Work with a partner. Imagine you are going to appear on *Dragons' Den*. Choose one of the products below, or invent your own, and think about your answers to the questions in b.**

an app   a chair   a dessert   a drink   a gadget
a lamp   a pen   a phone   a sandwich

e **You are going to present your product to the class together. Spend a few minutes preparing your presentation. Take turns to give the information. Use the language from the information box.**

f **You also have money to invest in one of the products your classmates present. Listen to their presentations and decide which one to vote for.**

8B Service with a smile?

G reported speech: sentences and questions
V making nouns from verbs
P the letters *ai* and *air*

She said that she was going to complain.

Did they give her a refund?

1 READING & SPEAKING

a Look at some questions and comments. Who do you think people might say them to: a taxi driver, a doctor, a hairdresser, or a personal trainer? Mark them **TD, D, H,** or **PT**. Write **A** if you think it could be to all of them.

1 ☐ Could you turn the radio down, please?
2 ☐ I'd like to try something a bit different today.
3 ☐ How many do I have to do?
4 ☐ Is there anything I can take for it?
5 ☐ Not too short, please.
6 ☐ Terrible weather, isn't it?
7 ☐ What do you think it is?
8 ☐ What's the traffic like?
9 ☐ Sorry, I can't do any more.
10 ☐ I had a terrible argument with my partner last night.

b Compare with a partner. Do you agree?

c Read the article and complete the headings with the four jobs in **a**.

d **Exam** Read the article again. What did or do these people do? Write **S** (Sacha), **D** (Dorothy), **L** (Luke), or **R** (Rachel).

1 ☐ They listened and praised someone for doing the right thing.
2 ☐ They listened and shared a similar experience.
3 ☐ They often hear people saying exactly the same thing.
4 ☐ They sometimes ask a lot of questions, but on other occasions they just listen.

'They treat me like a therapist'

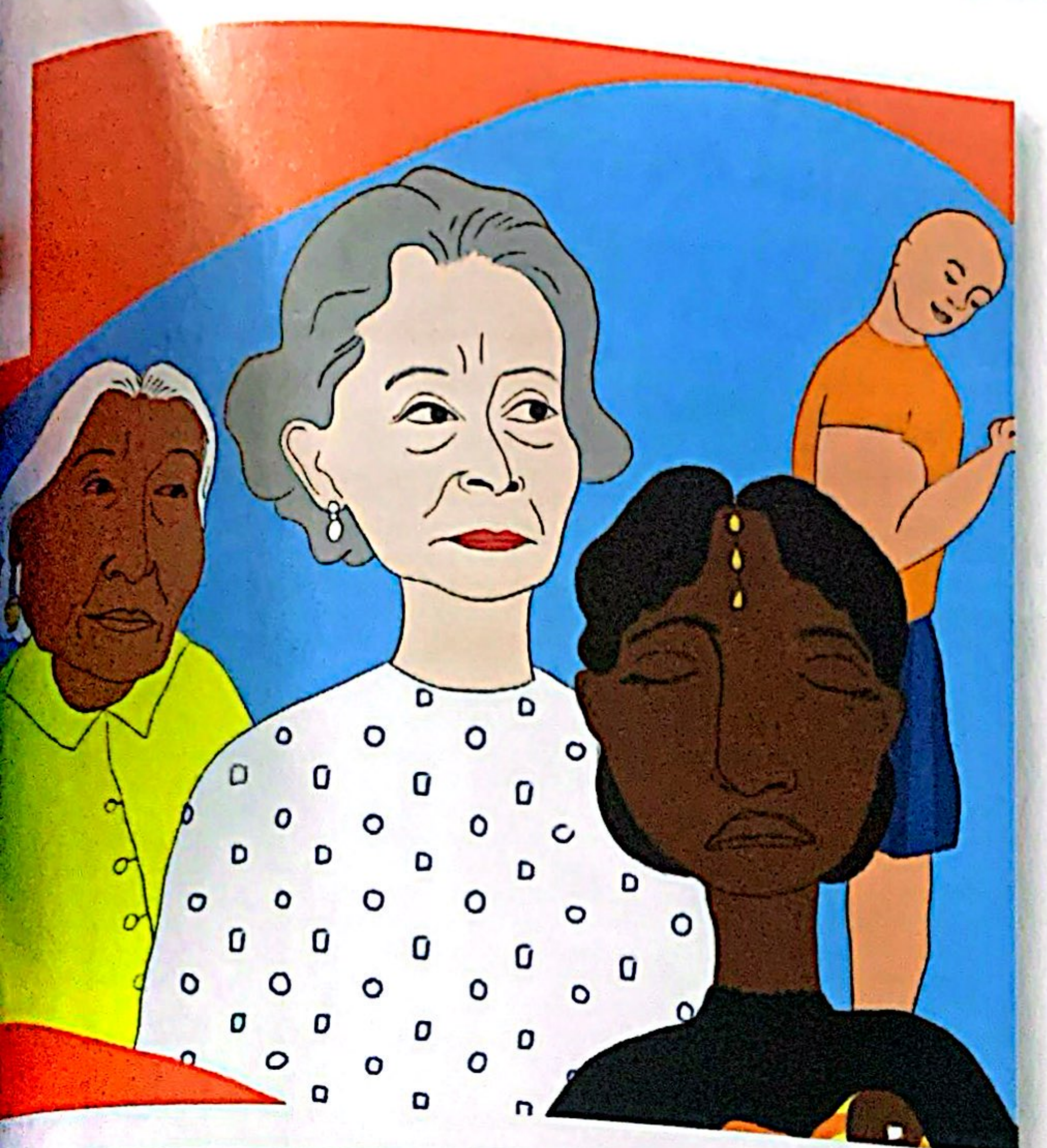
Four people who work with the public talk about the things strangers tell them.

Sacha, ____________________, 50

Most conversations I have are very simple: How's your day been? How's the weather? How's the traffic? That sort of thing. But occasionally I'll have an interaction that stays with me. Once a young woman in her late 20s got in. When I asked how her day had been, she started crying. She told me that she had been quite ill, and was finding it hard to cope. I told her that it was my first day back at work, because my wife had had the same illness. I pulled over and we both just sat and cried together. It's not unusual for cabbies to have very honest conversations, because people know they are not going to see us again. Passengers treat me like a temporary psychotherapist at times. They have told me about problems in their marriages, failing business relationships, anxiety. I keep driving and keep listening. Some conversations can get quite embarrassing!

Dorothy, ____________________, 28

I work some of the time in a geriatric ward and when I'm doing my rounds, I often hear people having funny conversations. One said she'd like to take the doctor home with her, and another said she didn't like the nurse's face. There's a detective element to the conversations I have with my patients – I'm always trying to get to the root of their current health problems and what they need. I always introduce myself to everyone in the room; it's important to break down any barriers and create a friendly atmosphere. I treat everything, from the most minor to the most serious issues. When relatives lose someone, it is never easy. Sometimes it is not just words that are needed. Relatives need you to listen. After all, you were with their loved one in their final moments.



Luke, ______________________, **27**

Conversations are the best part of my job, because actually it can be quite boring. The main topic is love or relationships. The most special conversation I've had with a client took place very recently. A Somali woman came in to try out some styles for her wedding; she's marrying a man who is half-English and half-French. She wanted two styles, with an evening one that paid homage to her Somali culture. I had spent weeks researching the styles and when I held up the mirror so she could see the final look, she burst into tears. She told me not one member of her family was going to attend because they didn't approve. This hairstyle was her way of incorporating Somali culture into her wedding, so that if her family saw her wedding photographs, they would see that she is still proud of who she is. I told her that she was brave and strong and right for standing up for her belief in love.

Rachel, ______________________, **26**

I often have emotional conversations with my clients because I build a rapport with them. I give every person lots of time and attention. We often talk about problems with dating. One client told me a story about realizing her partner had views she strongly disagreed with. In the end, she left him. I heard the whole story while she was lifting weights. There's one conversation that I overhear every day. 'Bro, you are looking hench' one will say to the other. And the other person will always reply with, 'I'm just trying to be like you, bro.' If you've never heard that conversation in the gym, then you haven't been going enough.

Glossary

bro *n, informal* brother, a friendly way of addressing a man

hench *adj, informal* muscular

Adapted from The Guardian

e **Find words or phrases in the article for definitions 1–8.**

Sacha

1 ____________ deal with a difficult situation

2 ____________ ____________ stopped the car at the side of the road

Dorothy

3 ____________ ____________ ____________ ____________ ____________ find out the main cause of a problem

4 ____________ not important or serious

Luke

5 ____________ ____________ test or use sth in order to see how good it is

6 ____________ ____________ ____________ started to cry

Rachel

7 ____________ a connection or relationship

8 ____________ raising sth to a higher position

f **Do you normally chat to taxi drivers, hairdressers, etc.? If you do, what about? If not, why not?**

2 GRAMMAR reported speech

a **Look at three examples of reported speech from the article. Complete the direct speech.**

1 When I asked how her day had been, she started crying.

When I asked her, 'How ____________ ____________ ____________?', she started crying.

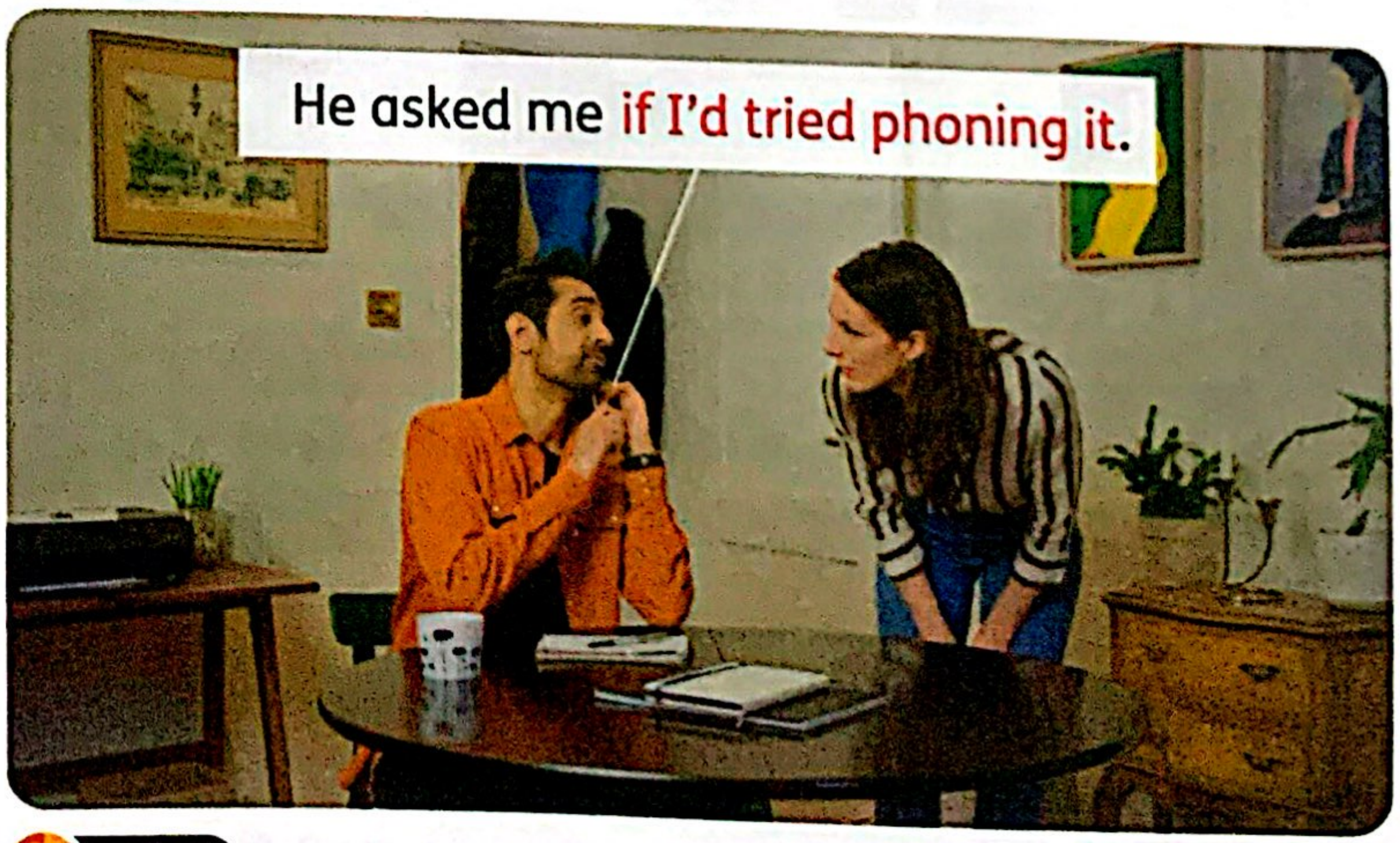
2 She told me not one member of her family was going to attend because they didn't approve.

She told me, 'Not one member of my family ____________ ____________ ____________ attend because they ____________ ____________.'

3 One said she'd like to take the doctor home with her.

One said, 'I ____________ ____________ ____________ take the doctor home with me.'

b **G** **Grammar Bank** 8B *p.233*

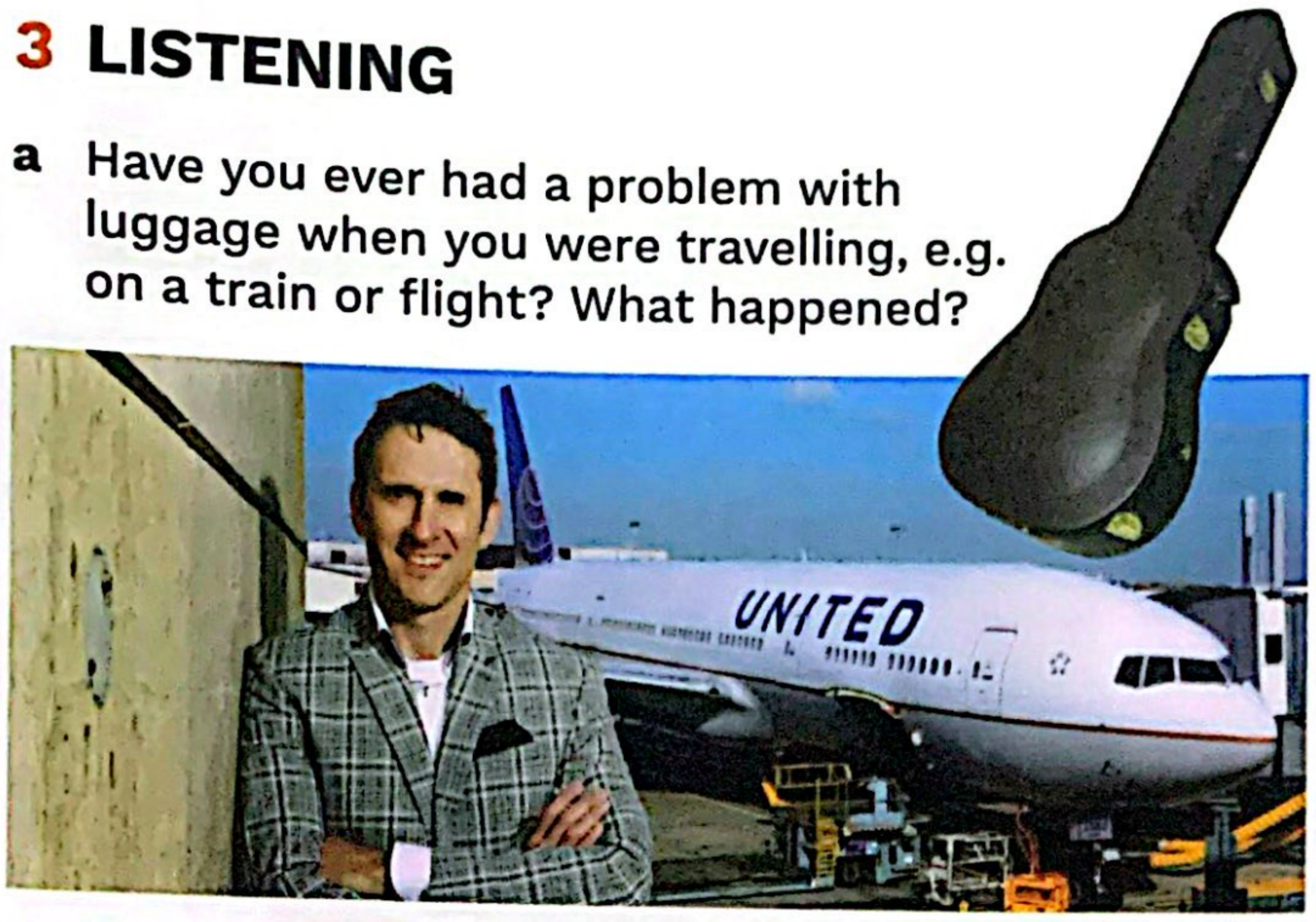


He asked me if I'd tried phoning it.

c **Video** **Watch the video. Complete the sentences on the screen using reported speech.**

3 LISTENING

a Have you ever had a problem with luggage when you were travelling, e.g. on a train or flight? What happened?



b 8.13 Exam You're going to listen to a story about bad customer service. First, listen to six extracts and complete the gaps with the verbs in the list.

claim complained contacted dropped
offered produced reported throwing

1 They're __________ guitars out there!
2 They immediately __________ to United Airlines.
3 For nine months, he tried to __________ compensation.
4 Dave wrote a song about his experience and __________ a music video to go with it.
5 United Airlines __________ Dave and __________ him a payment.
6 The BBC __________ that United Airlines' share price had __________ by 10%.

c 8.14 Now listen to the whole story. Answer the questions.

1 Why did Dave Carroll write a song?
2 Why did it have such a dramatic effect?

d Try to put the events in the correct order 1–10. Then listen again and check.

1 Dave and his band flew from Halifax to Chicago.
☐ He wrote a song about his experience.
☐ United Airlines contacted him and offered him money.
☐ They got their connecting flight to Omaha, Nebraska.
☐ Dave discovered that his guitar was damaged.
☐ He complained again to United Airlines by phone and email, but they didn't help him.
☐ He did a lot of media interviews.
☐ The baggage handlers were throwing their guitars, so they complained to airline staff.
☐ He put a video of the song on YouTube.
10 United Airlines lost a lot of money.

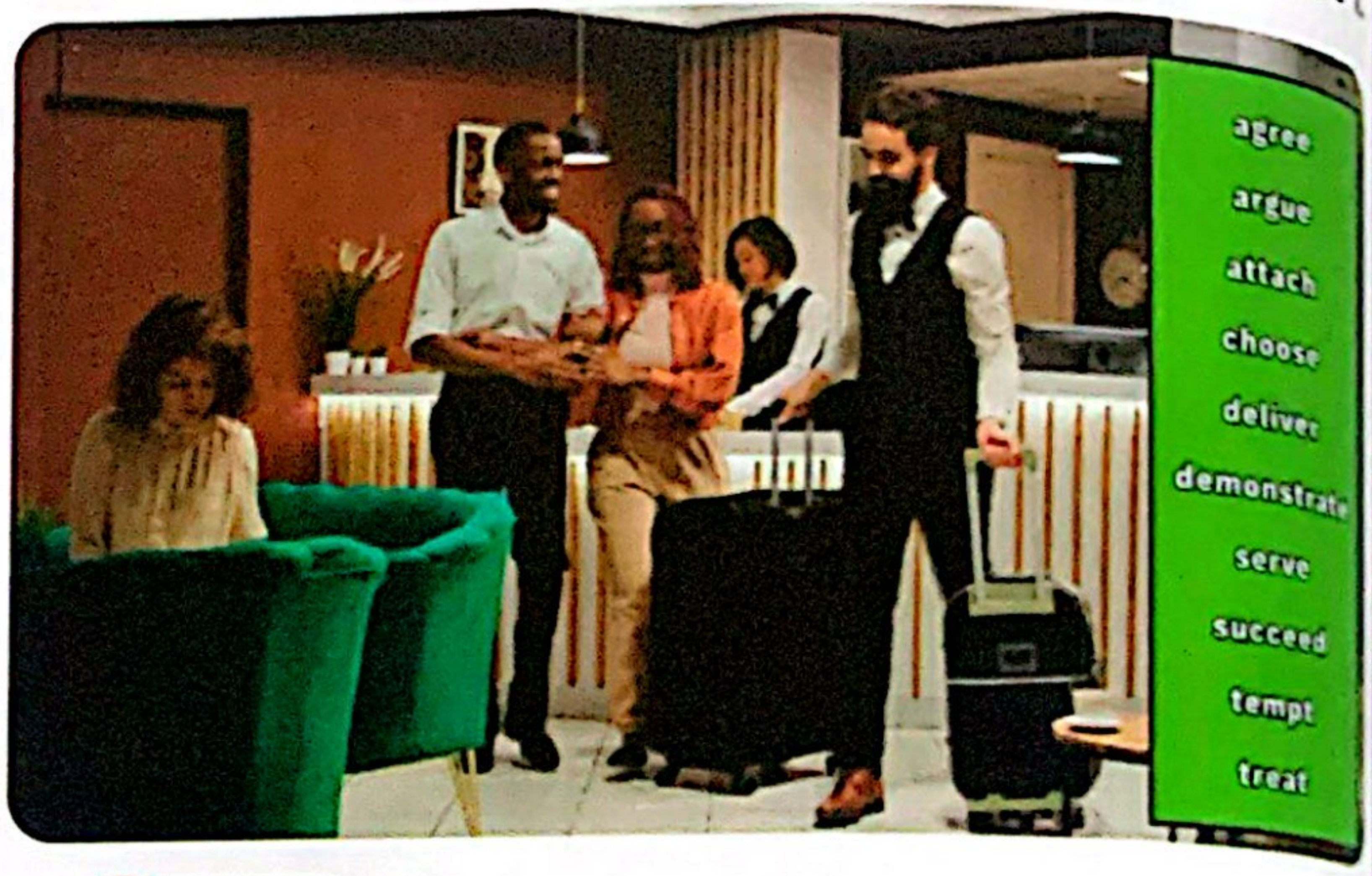
e Have you ever experienced very good or very bad customer service? What happened?

4 VOCABULARY
making nouns from verbs

a Look at some nouns from the guitar story. What verbs do they come from?

compensation complaint payment

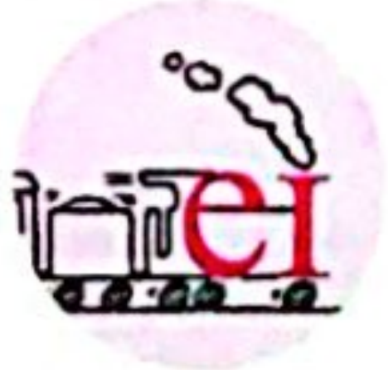
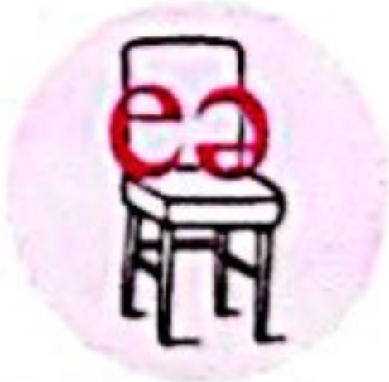
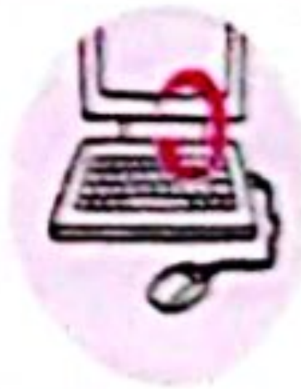
b Ⓥ **Vocabulary Bank** Word building p.250 Do Part 1



c Video Watch the video. Make a noun for each clip using one of the verbs on the screen.

1 serve – *service*

5 PRONUNCIATION
the letters *ai* and *air*

a 8.17 Listen and underline the stressed syllable. Then write the words in the correct column according to the pronunciation of *ai* and *air*.

airline barg**ai**n cert**ai**n cl**ai**m compl**ai**n cont**ai**n
em**ai**l expl**ai**n p**ai**d rep**air** w**ai**ter

b 8.18 Listen and check. Then answer the questions, according to the pronunciation of the pink letters.

1 How is *ai* usually pronounced a) when it's stressed, b) when it's unstressed? Which word is an exception?
2 How is *air* usually pronounced?
3 Is *said* pronounced /seɪd/ or /sed/?

6 READING

Going the extra mile

In the age of social media, a story about a good (or bad) customer service experience is not limited to you and your friends. The best stories can go viral on social networks very quickly, bringing good or bad publicity to companies overnight. Here are five heart-warming true stories that reached millions of people because of the power of the internet.

Ⓐ Nordstrom

One day, a member of the security staff in a Nordstrom department store noticed a woman crawling around on her hands and knees in the clothes department. She said she was looking for a diamond that had fallen out of her wedding ring while she was trying on clothes earlier that day. The man got down on the floor and searched with her. Then he asked a group of cleaners to help, and they searched, too. Finally, they looked through _______________!

Ⓑ Le Creuset

Anna Kafkalias was delighted to find a Le Creuset casserole worth £270 on sale in a charity shop for £20. Unfortunately, it had no lid. She decided to contact Le Creuset to ask if she could buy a lid separately. The customer service agent said that they had some ex-display items and would be happy to send her one for free. 'She even asked _______________.'

Ⓒ Ritz-Carlton Hotels

Chris Hurn's family spent their holiday at the Ritz-Carlton Hotel in Florida. Unfortunately, when they got home, they realized that they had left Chris's young son's favourite toy, Joshie the giraffe, at the hotel. The child was very upset, so Chris told him that Joshie was staying at the hotel for a bit of extra holiday. That evening, the hotel phoned to say that they had found Joshie. Chris thanked them and explained that he'd told his son that Joshie was having an extra holiday. Two days later, a parcel arrived. In it was Joshie, a present of a Frisbee and a football, and a photograph of _______________.

Ⓓ Trader Joe's

At Christmas a few years ago, in Pennsylvania, USA, it snowed so hard that an 89-year-old man couldn't leave his home. His daughter was worried that he didn't have enough food. She called several stores and asked if they would deliver food to her father's home, but they all said no. Eventually, she spoke to someone at a store called Trader Joe's. They also told her that they didn't deliver – normally. But because she was so worried, they said that they would make an exception. The employee then wished her a Merry Christmas. Half an hour later, the food arrived at her father's house, with _______________!

Ⓔ Apple

A man bought the latest iPad online, but when his wife saw it, she thought it was too expensive, so he immediately sent it back to Apple. He put a Post-it note on the screen that said, 'Wife said no'. Apple employees thought this was very funny, and the story reached two senior managers, who decided to do something about it. They refunded his money, but they also sent the iPad back to him with another Post-it note saying, '_______________'.

Wife said NO
iPad

a Read the introduction to the article. Why is good customer service more important than it used to be?

b Read the five stories. In pairs, try to guess how the last sentence of each story ends.

c Ⓒ **Communication** Going the extra mile *p.196* Read and check. Were you correct?

d **Exam** Read the stories again. In which stories...?

1 ☐ ☐ ☐ does someone get what they wanted to buy without paying
2 ☐ ☐ ☐ does someone get something in the post
3 ☐ ☐ is the problem solved on the same day

e Which example A–E do you think...?

- is the funniest
- cost the company most money
- took the company most time
- was the most difficult to organize
- is the best customer service

Mediation You work for an international hotel. Your manager has asked you for ideas to reduce the number of customer complaints. Choose the story you think shows the best example of good customer service and write an email summarizing the story and explaining how it could help your team. Write about 180 words.

7 LISTENING & SPEAKING

a What do you think are the top five things that people complain about in hotels?

b **Video** Watch *How to complain* Part 1 and check your answers to **a**.

c **Video** Now watch Part 2. Phil, a hotel guest, complains in three situations. What does he do wrong each time? How does he do it better the second time?

d Ⓒ **Communication** I want to speak to the manager **A** *p.189* **B** *p.194* Role-play two conversations.

e Have you ever complained about something in a hotel, restaurant, or shop? What happened?

7&8 Revise and Check

GRAMMAR

Circle a, b, or c.

1 We'll miss the train if we ___.
  a don't hurry
  b won't hurry
  c didn't hurry

2 If you help me with the washing-up, ___ in five minutes.
  a we'll finish
  b we finish
  c we finished

3 I won't get into university unless ___ good grades.
  a I'll get b I get c I don't get

4 If we moved to a bigger house, we ___ a dog.
  a can have b could have c will have

5 I'd be sad if my brother and his wife ___.
  a break up b 'll break up c broke up

6 If I had a job, I ___ live with my parents.
  a won't b wouldn't c didn't

7 If I won a lot of money, ___ a big house.
  a I'd buy b I'll buy c I buy

8 Samuel's really good at ___ problems.
  a solve b solving c to solve

9 ___ clothes online saves a lot of time.
  a Buying b To buy c Buy

10 I wouldn't ___ that car if I were you.
  a get b getting c to get

11 It's really important ___ the receipt.
  a keep b to keep c keeping

12 He said he ___ to his lawyer tomorrow.
  a will speak b spoke c would speak

13 I asked Helena if ___ coming to the party.
  a she is b she was c was she

14 The little girl ___ that she was lost.
  a told b said us c told us

15 Felicity asked me where ___.
  a did I work
  b I was work
  c I worked

VOCABULARY

a Complete with one word.

1 The UK school year has three ________.
2 Children under five can go to ________ school.
3 UK high schools are called ________ schools.
4 Children who ________ very badly at school may be expelled.
5 A school where you study, eat, and sleep is called a ________ school.

b Circle the correct word.

1 We live in a residential area *in / on* the outskirts of Cardiff.
2 The *roof / ceiling* in our flat is very low, so don't hit your head!
3 Close the garden *gate / door* or the dog might get out.
4 Our flat is *in / on* the fifth floor of a large block of flats.
5 On the shelf above the *chimney / fireplace* there are some photos.

c Complete the words.

1 I did a lot of ov________ last week – two hours extra every day.
2 He works night sh________ at the local factory.
3 It's only a t________ job, from March to September.
4 I'd like to s________ up a small business, making children's clothes.
5 Ralph loves being s________-________ – it means he's his own boss.

d Complete the sentences with a noun formed from the **bold** word.

1 I don't like shopping in supermarkets because there is too much ________. **choose**
2 My flatmates and I have an ________ about who does what in the house. **agree**
3 I'm sure the new company will be a ________. **succeed**
4 I made a ________ about the service in the hotel. **complain**
5 We went on a ________ to support the unemployed. **demonstrate**
6 The new staff restaurant is a great ________ on the old one. **improve**
7 If you want to get a job, you need good ________. **qualify**
8 My sister has been working as a ________ for the EU. **translate**
9 Some ________ say that drinking coffee may be good for us. **science**
10 I want an ________ for what happened yesterday. **explain**

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

Consonant sounds

boot

bull

chair

train

key

snake

shower

nose

b Ⓟ **Sound Bank** *p.252–3* Say more words for each sound.

c Which sound in a do the pink letters have in these words?

1 ceiling
2 email
3 repair
4 roof
5 spacious

d Underline the stressed syllable.

1 se|con|dary
2 un|em|ployed
3 de|li|ve|ry
4 a|pply
5 a|chieve|ment

Can you understand this text?

a Read the article once. Choose the best title.

1 It's good to...
2 Look, but don't...
3 Pay less if you don't...

b **Exam** Read the article again. Complete the gaps with the best word or phrase for the context.

1 a break b create c obey
2 a value b weight c cost
3 a able b interested c prepared
4 a choosing between b depending on c thinking of
5 a less b longer c shorter
6 a encourage b tell c don't allow
7 a buying b finding c losing
8 a colleagues b shoppers c sales assistants

Can you understand these people?

1

Philomena

2

Adina

3

Daniel

4

Scott

5

Coleen

Video **Exam** Watch and choose the correct option a, b, or c.

1 Philomena's maths teachers ___.
  a made her want to become a teacher herself
  b were very inspiring
  c weren't as good as her history teacher
2 Adina is happy to buy ___ online.
  a anything b most things c food and clothes
3 Daniel remembers being annoyed with a waiter who ___.
  a didn't want to serve his table
  b complained about the tip
  c wasn't polite
4 Scott currently ___.
  a only has a small garden b doesn't have a garden
  c has a lot of plants in his garden
5 At the start of her career, Coleen thought that a good salary was ___ an enjoyable job.
  a more important than b less important than
  c as important as

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ describe the schools you went to (or have been to) and say what you liked or didn't like about them
2 ☐ describe your ideal holiday house
3 ☐ say a) what you will do if you don't pass your English exam at the end of the course, b) what you would do if you won a lot of money
4 ☐ report three questions that somebody has asked you today and say what you answered

____________ TOUCH!

IF YOU want to save money when shopping, [1]________ the simple rule that you've probably shouted at the kids 100 times: don't touch anything! Touching anything, from a banana to a Ferrari, makes your brain automatically place more [2]________ on an item.

This has been revealed in a study from Ohio and Illinois state universities, which investigated how much people were [3]________ to pay for an item before and after touching it. The item was a cheap coffee mug, but just a few seconds of contact made people want to pay more for it than those who had looked but not touched.

The study, published in the journal *Judgment and Decision-Making*, tested 144 people and examined how much they were prepared to pay in an auction for the mug, [4]________ how long they had held it. The [5]________ people held the mug, the more they were prepared to pay, with those holding it for ten seconds valuing it at $2.44 and those who held it for 30 seconds valuing it at $3.91.

Some kinds of stores have been using these tactics for years; for example, car showrooms [6]________ customers to test drive new cars and pet shops give people animals to hold. But Waleed Muhanna, the author of the study, was surprised how quickly people felt that, once they had touched something, it was theirs. 'People become attached and are prepared to pay more to avoid [7]________ the object,' he said. He hopes that understanding how quickly they can get attached to something may help [8]________ to make better decisions about what to buy.

Adapted from The Times

8A The right job for you

G choosing between gerunds and infinitives
V work
P word stress

1 VOCABULARY work

a Complete the text with words from the list.

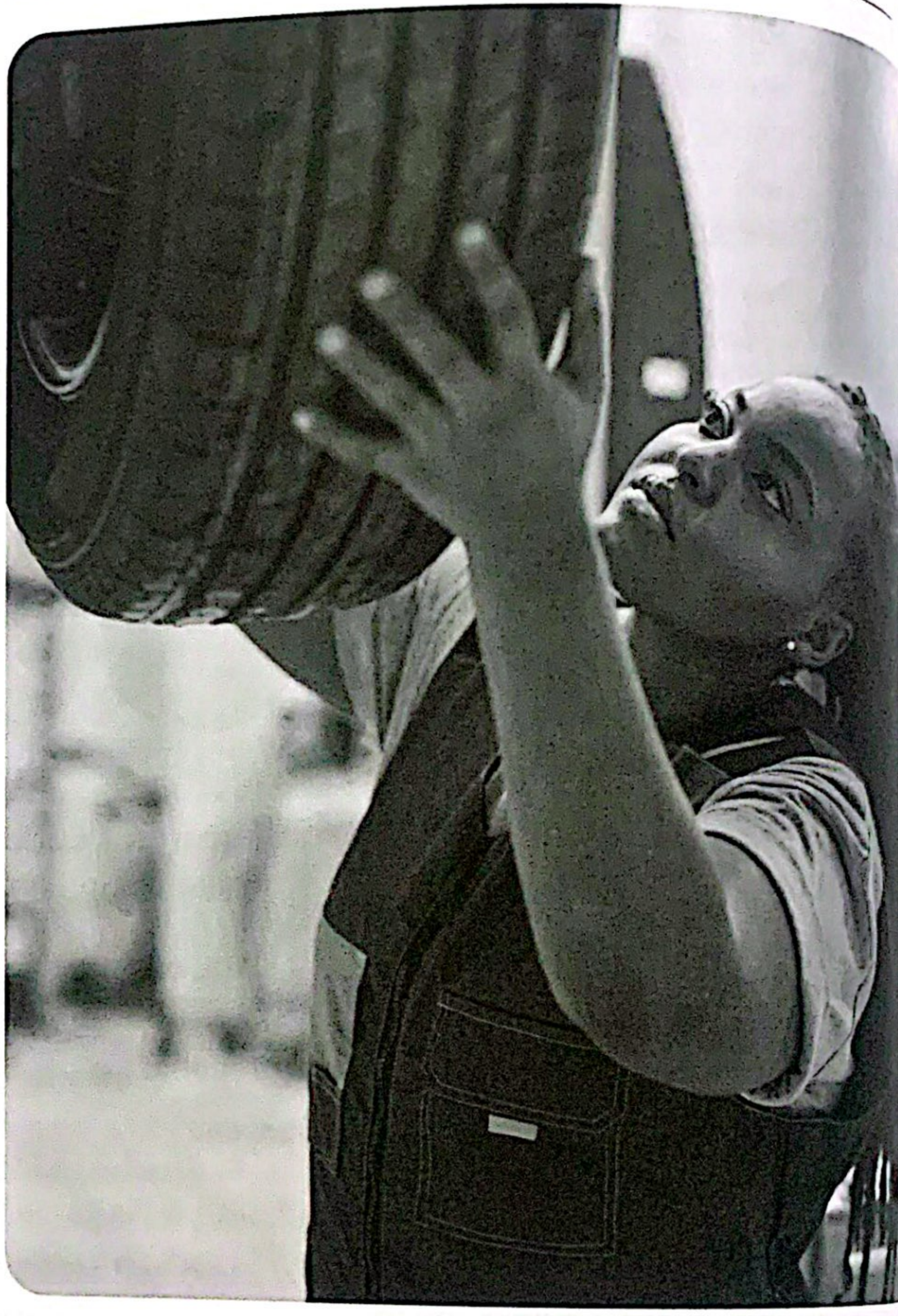
applied ~~overtime~~ promoted ran redundant resign retire sacked set up shifts training course

My father's first job was in a small local company. He had to do a lot of [1] overtime__________, which he really hated, but he knew he would be [2] ____________ if he didn't do it. One day, he decided to [3] ____________ from the job. He [4] ____________ for a new job with a multinational company. At first, he worked [5] ____________ in a factory. Then he got [6] ____________ to supervisor. Later, he was made [7] ____________ because business was bad. After that, my dad did a [8] ____________ in Business Management, and he [9] ____________ his own business. He [10] ____________ the company for 20 years, and he didn't [11] ____________ until he was 68 years old. This photo shows the party they organized for him on his last day.

HAPPY RETIREMENT

b Complete each sentence with a preposition and a word from the list.

freelance full-time part-time permanent ~~self-employed~~ temporary unemployed



1 Maxine is a self-employed______ mechanic. She loves working for___ herself

2 My niece is still ______ school, but she has a ____________ job. She only works on Friday evenings and Saturdays.

3 Oliver is ______ his third year at university. This summer, he hopes to get a ____________ job as a waiter to earn some money.

4 Laura is ______ charge of IT at the public library. It's a ____________ job – she works from 8 a.m. to 6 p.m. every day.

5 My cousin used to work ______ a large multinational company, but he's been ____________ since he was made redundant last year.

6 My boyfriend has a ____________ job in a bank, and he hopes to stay there until he retires. He's responsible ______ customer loans.

7 My sister is a ____________ software developer. She works ______ lots of different companies.

c **Complete the sentences with a noun form of the word in bold.**

1 A musician ________ plays **music** for a living.
2 They're looking for a ________ to **translate** some documents into Polish.
3 The company **employs** 200 staff – 150 are in full-time ________.
4 Helen studied **pharmacy** because she wanted to be a ________.
5 When we **retire**, we'd like to spend our ________ with our grandchildren.
6 They're going to **promote** someone, but we don't know who's going to get the ________.
7 Jamal's interested in **law**, so he'd like to be a ________.
8 My daughter is good at all the **sciences**, so I'm sure she'll be a ________ when she's older.
9 My colleague tried to **resign**, but our boss wouldn't accept his ________.
10 I **applied** for the job, but I sent in the ________ too late.
11 A ________ has to get up early to look after his **farm**.
12 He wasn't **qualified** for the job because he didn't have any ________.

d **Complete the sentences with the correct form of a word from the list. Use each word twice.**

company fire market run work

1 I like spending time with John. I enjoy his company.
2 The police officer ________ his gun.
3 I dropped my phone in the bath and now it doesn't ________.
4 I ________ five kilometres every evening.
5 Jane was ________ because she stole money from the company.
6 We always buy fruit and vegetables from our local ________.
7 My sister has applied for a job with an engineering ________.
8 There isn't a big ________ for this kind of product in Europe.
9 I ________ part-time in a café.
10 One day, I would like to ________ my own business.

2 PRONUNCIATION word stress

a **Underline the stressed syllable.**

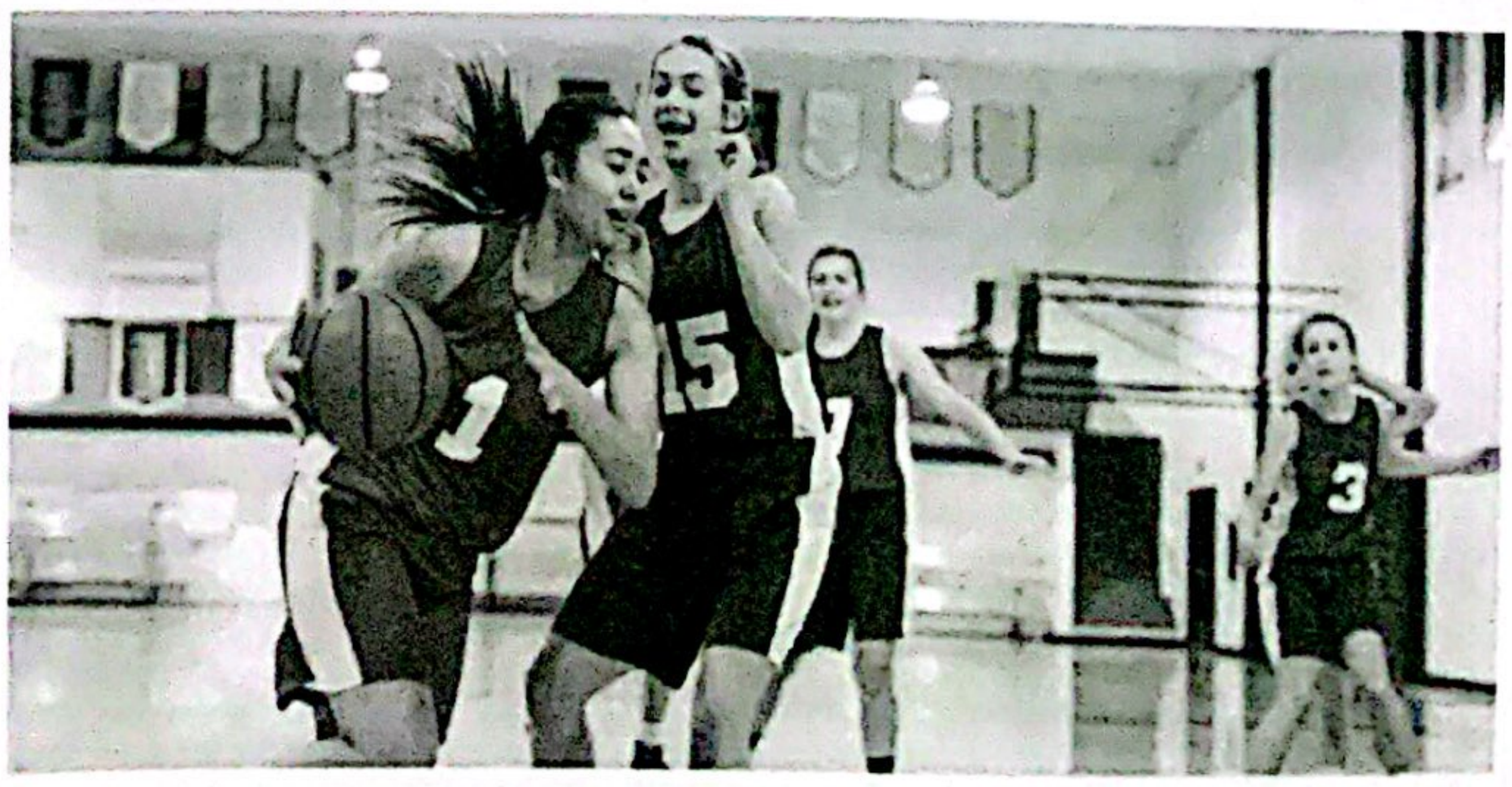
1 ap|pli|ca|tion
2 ap|ply
3 em|ploy|ment
4 far|mer
5 free|lance
6 law|yer
7 mu|si|cian
8 per|ma|nent
9 phar|ma|cist
10 pro|mo|tion
11 qual|i|fi|ca|tion
12 qua|li|fy
13 re|dun|dant
14 re|sig|na|tion
15 re|tire
16 re|tire|ment
17 sci|en|tist
18 tem|pora|ry
19 trans|la|tion
20 un|em|ployed

b **8.1 Listen and check. Then listen again and repeat.**

3 GRAMMAR choosing between gerunds and infinitives

a **Circle a, b, or c.**

1 It's difficult ____ a good job these days.
a finding [✓ **b** to find] **c** find
2 He isn't very good at ____ decisions.
a making **b** to make **c** make
3 They promised ____ me at the end of the month.
a paying **b** to pay **c** pay
4 I should ____. It's getting late.
a going **b** to go **c** go
5 ____ an application form can take ages.
a Filling in **b** To fill in **c** Fill in
6 My girlfriend told me ____ her later.
a calling **b** to call **c** call
7 The film I saw last night made me ____.
a crying **b** to cry **c** cry
8 Tim really enjoys ____ in a team.
a working **b** to work **c** work
9 I went to the supermarket ____ some bread.
a buying **b** to buy **c** buy
10 I gave up ____ basketball when I went to university.
a playing **b** to play **c** play



b **Correct any mistakes in the highlighted verbs. Tick (✓) the correct sentences.**

1 I remember having my first job interview. I was really nervous! ✓
____

2 Lift heavy weights can give you back problems. ☐
*Lifting heavy weights*________________

3 The interviewer asked me wait in Reception. ☐
____

4 I know you don't like my boyfriend, but please try to be nice to him. ☐
____

5 Go on, tell me! I promise to not laugh. ☐
____

6 The bus didn't come, so we started walking home. ☐
____

7 Anna went on study until midnight. ☐
____

8 It's impossible to read your writing! ☐
____

9 If you are tired, I don't mind stay in tonight. ☐
____

10 Everyone is afraid of being sacked. ☐
____

c **Complete the sentences with the correct form of the verbs in brackets.**

1 I went to the bank *to get*____________ some money. (get)
2 Try ________________ to your boss. He might be able to help you. (talk)
3 I want you ________________ me exactly what happened. (tell)
4 I didn't remember ________________ the cooker, so the kitchen was full of smoke. (turn off)
5 Some couples can go on ________________ to each other for days after an argument. (not speak)
6 I love hanging out with Lucas because he makes me ________________. (laugh)
7 ________________ drive is one of the requirements of the job. (be able to)
8 The service had been so bad that the manager agreed ________________ us for our meal. (not charge)

8B Service with a smile?

G reported speech: sentences and questions
V making nouns from verbs
P the letters *ai* and *air*

1 GRAMMAR reported speech

a Circle the correct words.

1 Leo said yesterday that he *will* / [✓ *would*] come shopping with me.

2 We asked the sales assistant how much *it was* / *was it*.

3 My brother *said me* / *told me* that he had spent all his money in the sales.

4 I asked Lily where *she bought* / *did she buy* her clothes.

5 You told me that you *may* / *might* go shopping on Saturday.

6 My sister asked me *if I can* / *if I could* lend her £50 until next weekend.

7 Hassan said that he *had to* / *must* go to the supermarket.

8 I asked my friend whether *suited me the dress* / *the dress suited me*, and she said I looked great!

9 Helena asked me what *I wanted* / *did I want* from the shops.

10 Marco said that he couldn't pay me back because he *'s forgotten* / *'d forgotten* his wallet.

b Complete the sentences with *said* or *told*.

1 Jackie said ________ that she was thinking of buying a new car.

2 My boyfriend ________ me he wanted to see his friends more often.

3 You ________ you'd check the price online.

4 I ________ you I might be late.

5 Ryan ________ me that he couldn't find his credit card.

6 My uncle ________ that he would buy me a new smartphone for my birthday.

c Report the conversations.

1 'Where do you buy your clothes?'
'I buy them online'.
I asked Kate where she bought her clothes ________.
She told me (that) she bought them online ________.

2 'Have you seen my wallet?'
'I don't know where it is.'
He asked me ________.
I said ________.

3 'Do your school shoes still fit you?'
'They fit me perfectly!'
I asked my daughter ________.
She told ________.

4 'How much did you pay for your jacket?'
'It was really cheap'.
I asked Oliver ________.
He said ________.

5 'Where are you going tomorrow?'
'I'm meeting some friends.'
Sofia asked me ________.
I told ________.

6 'Do you want anything from the shop?'
'I need some milk.'
I asked Ivan ________.
He said ________.

7 'Did you enjoy your stay?'
'It's been very enjoyable.'
She asked us ________.
We told ________.

8 'When are you going shopping?'
'I may go on Saturday.'
Holly asked me ________.
I said ________.

d **Write the sentences and questions in direct speech.**

1 Theo said that he couldn't afford to live on his own.
'I can't afford to live on my own.'

2 Kaya told me she had resigned from her job.
'________________.'

3 I asked my aunt when she was planning to retire.
'________________?'

4 My parents asked me if I was paid to do overtime.
'________________?'

5 Poppy told me she had gone to boarding school as a child.
'________________.'

6 We asked the artist how much the painting was worth.
'________________?'

7 Kristofer said he would take the tram to the city centre.
'________________.'

8 My uncle asked me where I had met my partner.
'________________?'

9 The tennis player said she expected to win the match.
'________________.'

10 My friend's parents asked me if I liked seafood.
'________________?'

2 VOCABULARY making nouns from verbs

a **Complete the chart with verbs and nouns.**

verb	noun
1 achieve	achievement
argue	2
3	choice
compensate	4
5	delivery
explain	6
7	failure
improve	8
9	loss
pay	10
11	sale
succeed	12

b **Complete the sentences with the noun form of the verbs in brackets.**

1 The company made a loss ________ of £2 million last year. (lose)

2 The ________ was very slow, so we didn't leave a tip. (serve)

3 I'm good friends with my manager, but she doesn't give me any special ________. (treat)

4 We couldn't reach an ________ with our boss about salaries. (agree)

5 My exam marks this term are a big ________ on last term. (improve)

6 They've had an ________, and they aren't talking to each other. (argue)

7 They had to get a ________ of their house before they could sell it. (value)

8 His greatest ________ was winning an Olympic gold medal. (achieve)

9 It's a difficult ________ to make between my best friend's wedding or my sister's birthday party. (choose)

10 The restaurant had to close as a result of bad ________. (manage)

11 There's a ________ on Saturday against the closure of the hospital. (demonstrate)

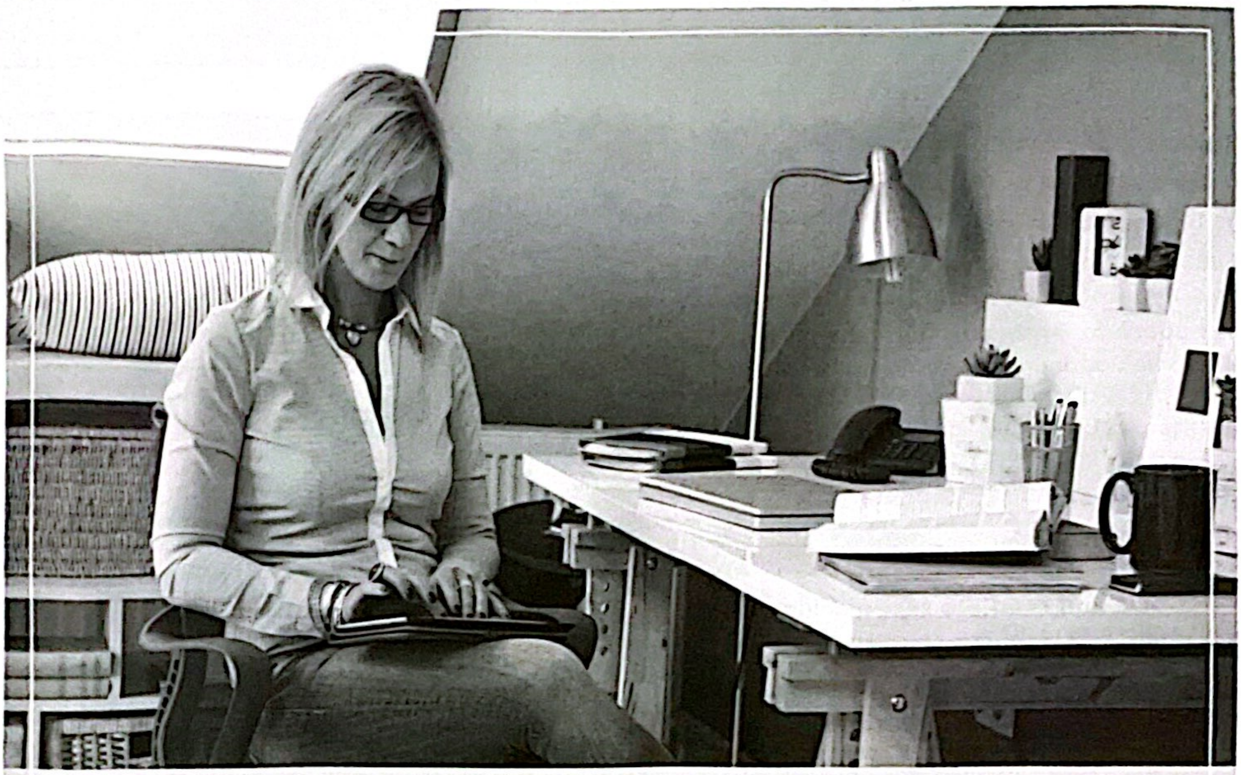
12 The ________ of alcohol is often prohibited at sports matches. (sell)

13 After careful ________, we've decided to sell the company. (consider)

14 My attempt to run a marathon ended in ________ when I fell and broke my leg after the first kilometre. (fail)

15 I had to resist the ________ to have another cake – they were delicious! (tempt)

c Complete the text with the noun form of the verbs in brackets.



A month ago, I bought a video game online for my son's birthday. I got a confirmation email back, which said that ^{1}delivery______ (deliver) would take about ten days. Two weeks later, I began to worry. I knew the seller had received my ^{2}______________ (pay), but the video game hadn't arrived. So I decided to make a ^{3}______________ (complain). I sent an email to the seller, with a copy of the order confirmation as an ^{4}______________ (attach). I received a ^{5}______________ (respond) immediately, which said that the seller would look into the incident. After that, I heard nothing for three days, so I sent another email demanding an ^{6}______________ (explain). This time I had more ^{7}______________ (succeed), and the seller said he would send another copy of the game.

If I don't receive it before my son's birthday, I'm going to ask for ^{8}______________ (compensate).

3 PRONUNCIATION the letters *ai* and *air*

a Complete the chart with the words from the list.

airline certain ~~claim~~ complain contain email explain paid repair waiter

eɪ train	claim
eə chair	
ə computer	

b 8.2 Listen and check. Then listen again and repeat the words.

7

Exam skills

Reading: Gapfill with multiple-choice

Exam tips: Choosing words to complete gaps in a text

- Read the text quickly to find out what it's about.
- Look at each gap in the text and read the whole sentence carefully.
- Read the options for each gap. Think about the meaning of each option and how it is used in the sentence.
- ~~Cross out~~ the wrong options and choose the correct option.
- Read the whole text with the completed gaps. Check that it makes sense.

a Look at the title and read the text quickly. What is it about?

b Look at gap 1 and read the whole sentence carefully. Think about each of the four options and choose the correct one.

1 **a** house **b** rent **c** apartment **d** accommodation
2 **a** full **b** complete **c** crowded **d** historic
3 **a** solution **b** explanation **c** result **d** cure
4 **a** steps **b** rooms **c** flats **d** floors
5 **a** ceiling **b** wall **c** roof **d** attic
6 **a** does **b** provides **c** gives **d** allows

c Look again at the three wrong options for gap 1. Why are they wrong?

d Choose the correct options for gaps 2–6. Follow the same steps as above.

e When you have completed all the gaps, read the whole text. Check that it makes sense.

Urban Rigger: a solution for students

It isn't easy for students to find [1]__________ when they go away to university. Big cities can be [2]__________, and they don't often have enough places for all the students to live. Architects in Denmark have developed a possible [3]__________ to the problem: a housing project called Urban Rigger. Homes in the project are built on platforms that sit on the water in the harbour of Copenhagen. On each platform, there's a structure that is divided into apartments. The apartments are located on two [4]__________: there are six apartments downstairs and three upstairs. On the [5]__________ at the top, there is an outside area for sunbathing. Urban Rigger currently [6]__________ homes for around 100 students in Copenhagen, and other cities are starting to show interest in the project.

8 Exam skills

Listening: True or false

Exam tips: True or false questions in listening tasks

- Read the headings before you listen. Think about the topics.
- Read the sentences carefully and find the important words.
- Listen for the first time. Listen for the important words to help you decide if the sentence is true or false. If you don't know the answer, go to the next sentence.
- Listen again and check your answers. Make sure you have answered every question.

a **Read the headings for three news stories. What do the stories have in common?**

b **Read sentences 1–9 carefully before you listen. Underline the important words in each sentence.**

c **8.3 Look at sentence 1 and listen to the first part of Story 1. Is the sentence true or false? Why?**

d **8.4 Look at sentences 2–9 and listen to all three news stories. Decide if the sentences are true or false.**

e **Listen to the three news stories again. Check your answers. Make sure you have answered all the questions.**

Story 1: Great customer service

1 Before their visit, the chef at Tatsu Dallas wasn't aware that the couple couldn't hear. ____

2 Customers at Tatsu Dallas are usually given a paper menu to order their food. ____

3 After the meal, the couple wrote about their experience on social media. ____

Story 2: Billionaire gives away company

4 Yvon Chouinard started Patagonia over half a century ago. ____

5 Chouinard wanted Patagonia to use more of its money to protect the environment. ____

6 Chouinard decides how to use Patagonia's profits to help the planet. ____

Story 3: Hero delivery driver

7 The customer who ordered the cake was an employee at Nike. ____

8 Karly's contact at Nike worked at reception. ____

9 Denise had to deliver the cake on a day when Nike was holding a special event. ____

9A I was so lucky!

nditional

V making adjectives, adverbs

P sentence rhythm, pronunciation of h

You were really lucky! *Yes, if my plane hadn't been delayed, I would have missed it.*

1 LISTENING

a Read the questions. Say what you would do and why.

What would you do if...?

1. you were lost in a city where you didn't speak the language, and your phone had run out of battery
2. you arrived in a foreign town late at night, and the hostel you had booked into was closed
3. you fell over in the street and hurt yourself, and you saw a group of teenage boys coming towards you
4. you arrived at the airport with very little time before your flight, and there was a huge check-in queue

b Read the beginning of an article from Solo Traveler website about being helped by a stranger. Answer the questions.

1. What was the difficult situation that she was in?
2. What did the stranger do? Why was it especially kind?

Home Start How-to Tips Trips/Deals Stats

Strangers helping strangers

By Tracey Nesbitt

On my very first solo trip, I got completely lost. I was standing on a street corner, in a city where I did not speak the language, trying to read a map and crying. I was terrified that I would miss my train home. When a stranger approached me and put his hand on my arm, I nearly jumped out of my skin. In fact, he was asking if I was lost. He then spoke to me in English and asked whether I needed help. I said that I was trying to find the train station and needed to get there in a hurry. He told me that he was on his way there himself and would show me the way. He walked with me to the entrance of the station. When I turned to thank him, he had already gone, walking back in the direction from which we had just come. I then realized that he had not been going to catch a train at all. He had just taken me there out of kindness.

I have never forgotten that experience and I was interested in hearing more stories like mine, so I asked the Solo Traveler Facebook group, 'What is your favourite story of a kindness received from a stranger while traveling solo?' and people from around the world sent me some really heart-warming stories.

c 9.1 Look at photos A–F and listen to Tracey tell the stories of three more people who were helped by strangers. Match two photos to each story.

d Listen again and check why the following are mentioned.

Story 1 Katya

1. 10 p.m.
2. a room in a hostel
3. a bar owner and his wife
4. two in the morning
5. a small hotel

Story 2 Gerry

1. tripped on the kerb
2. bleeding a lot
3. 13 or 14 years old
4. some tissues
5. a school nurse

Story 3 Jenn

1. London and then the US
2. several hundred people
3. 'What am I going to do?'
4. a flight to Brazil
5. a much shorter line

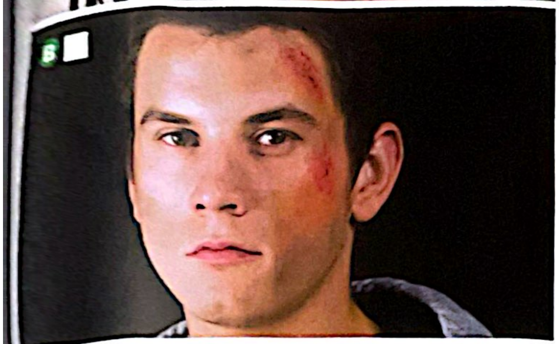
Glossary

line *n* American English for *queue*. Stand in line = *verb*

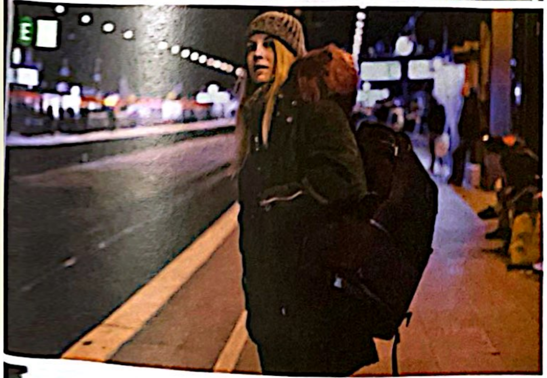
sidewalk *n* American English for *pavement*

e Now in groups of three, each retell one of the stories using the photos and the notes above. Help each other to remember the details of the three stories.

f Have you ever helped a stranger, or been helped by a stranger? What happened?



D
Check-in 37-107
Check-in 14-36



2 GRAMMAR third conditional

a Match the sentence halves about the four stories in **1**.

1 If the stranger hadn't been able to speak English to Tracey, ☐
2 If Katya's hostel had been open, ☐
3 If the boys hadn't helped Gerry, ☐
4 If the man hadn't found Jenn the right queue, ☐

A he wouldn't have been treated so quickly.
B she wouldn't have needed a hotel.
C she would have missed her flight.
D he might not have been able to help.

b Do the sentences in **a**...?

a describe how the stories really ended
b imagine what might have happened

c Ⓖ **Grammar Bank** 9A *p.234*

d **Video** Watch the video once. Then watch again and make five third conditional sentences about Keith's bad day. Use the verbs on the screen.

If he hadn't got up late,...

3 PRONUNCIATION sentence rhythm, weak pronunciation of *have*

a 9.3 Listen and repeat the third conditional sentences in three stages. Copy the rhythm. How is *have* pronounced after *would*?

1 If I'd **known** you were **ill**,
I would have **come** to **see** you.

If I'd **known** you were **ill**, I would have **come** to **see** you.

2 If the **weather** had been **better**,
we would have **stayed longer**.
If the **weather** had been **better**, we would have **stayed longer**.

3 If I **hadn't stopped** to get **petrol**,
I **wouldn't** have been **late**.
If I **hadn't stopped** to get **petrol**, I **wouldn't** have been **late**.

4 We would have **missed** our **flight**
if it **hadn't** been **delayed**.
We would have **missed** our **flight** if it **hadn't** been **delayed**.

b 9.4 Listen and write five third conditional sentences.

c Ⓒ **Communication** Guess the conditional **A** *p.189* **B** *p.194* Practise third conditionals.

4 READING & SPEAKING

a Do you consider yourself in general to be a lucky person? Why (not)?

Topic sentences

In a text, paragraphs usually begin with a *topic sentence*. This sentence tells you what the paragraph is going to be about.

b **Exam** You are going to read an article about luck. Read topic sentences A–E. Then read the article and match the topic sentences to paragraphs 1–5. Use the highlighted words and phrases to help you.

A But is it possible to use these techniques to win the lottery?

B A few years ago, I led a large research project about luck.

C Eventually, we uncovered four key psychological principles.

D In a second phase of the project, I wanted to discover whether it was possible to change people's luck.

E The results revealed that luck is not a magical ability, or the result of random chance.

c **Exam** Read the article again. Choose the correct option a, b, or c.

1 In his first research project into luck, the author asked the volunteers to ______.
  a record what happened to them every day
  b answer questions about their jobs
  c live together for a few months
2 In one experiment, the unlucky people ______.
  a didn't count the photographs correctly
  b didn't notice something important in the newspaper
  c were not able to finish the task
3 The researchers concluded that lucky people are generally ______.
  a optimistic
  b hard-working
  c ambitious
4 In a second phase of the project, Wiseman asked his volunteers to ______.
  a change their jobs
  b change their attitude
  c change their lifestyle
5 Wiseman believes that ______.
  a being lucky in your personal life is more important than being lucky at work
  b winning the lottery is as important as being lucky in your personal life
  c winning the lottery is less important than being lucky in your personal life

LOTTO
WINNER!

How to improve your luck and win the lottery twice (possibly)

Richard Wiseman

A British couple have just won £1m in the EuroMillions lottery for a remarkable second time. The chances of this happening are more than 283 billion to one. They are clearly incredibly lucky – but is there anything we can all do to increase the chances of being lucky ourselves?

① ☐ I studied the lives of more than 400 people who considered themselves either very lucky or very unlucky. I asked everyone to keep diaries, complete personality tests, and take part in experiments.

② ☐ Nor are people born lucky or unlucky. Instead, lucky and unlucky people create much of their good and bad luck by the way they think and behave. For example, in one experiment, we asked our volunteers to look through a newspaper and count the number of photographs in it. However, we didn't tell them that we had placed two opportunities in the newspaper. The first was a half-page advert clearly stating, 'STOP COUNTING. THERE ARE 43 PHOTOGRAPHS IN THIS NEWSPAPER.' A second advert later on said, 'TELL THE EXPERIMENTER YOU'VE SEEN THIS AND WIN £150.' The lucky people quickly spotted

these opportunities, partly because they tended to be very relaxed. In contrast, the unlucky people focused anxiously on the task of counting the photos and so tended not to see the advertisements. Without realizing it, both groups had created their own good and bad luck.

❸ ☐

- Lucky people create and notice opportunities by developing a relaxed attitude to life and being open to change.
- Lucky people tend to listen to their intuition and act quickly. Unlucky people tend to analyse situations too much, and are afraid to act.
- Lucky people are confident that the future will be positive, and this motivates them to try, even when they have little chance of success. Unlucky people are sure that they will fail, and so they often give up before they have begun.
- Lucky people keep going, even when they are likely to fail, and they learn from their mistakes. Unlucky people get depressed by the smallest problem, and think that the problems are their fault, even when they aren't.

❹ ☐ I asked a group of 200 volunteers to use the four key principles and to think and behave like a lucky person. The results were remarkable. In a few months, about two-thirds of the group became happier, healthier, and more successful in their careers.

❺ ☐ Unfortunately not. Lotteries are purely chance events, and nothing can really influence your chances of success. However, the good news is that being lucky in your personal life and career is far more important than winning the lottery.

Adopted from The Guardian

d Ask and answer the questions with a partner.

1 Do you agree with Richard Wiseman that people are not born lucky or unlucky, but can learn to make their own luck?

2 Can you remember a time when you were either very lucky or very unlucky? What happened?

Mediation Read part of an email from an English-speaking friend:

Everything is wrong in my life at the moment. I never have any luck. What can I do?

Talk to your friend to explain some of the key points in the article. Choose one thing you think they should focus on first. Try to use your own words.

5 VOCABULARY making adjectives and adverbs

A few years ago, I led a large research project about **luck**. I studied the lives of more than 400 people who considered themselves either very **lucky** or very **unlucky**.

a Look at the **bold** words in the sentences above. Which is a noun and which are adjectives? Using the word *luck*, can you make...?

1 a positive adverb 2 a negative adverb

b Ⓥ **Vocabulary Bank** Word building *p.250*
Do Part 2.

c Read the rules for the sentence game.

The sentence game

1 You must write correct sentences with the exact number of words given (contractions count as one word).
2 The sentences must make sense.
3 You must include a form of the given word (e.g. if the word is *luck*, you can use *lucky, luckily, unlucky*, etc.).

d Work in teams of three or four. Play the sentence game. You have five minutes to write the following sentences.

1 **fortune** (11 words)
2 **comfort** (9 words)
3 **luck** (7 words)
4 **care** (6 words)
5 **patience** (12 words)

e Your teacher will tell you if your sentences are correct. The team with the most correct sentences is the winner.

9B Power cut

G quantifiers
V electronic devices
P linking, *ough* and *augh*

You look a bit stressed!
Yes, I have too much work and not enough time!

1 VOCABULARY electronic devices

a How many devices do you have with screens? Which one do you use the most?

b Match the words and photos.

☐ an adaptor /əˈdæptə/
☐ a charger /ˈtʃɑːdʒə/
☐ a keyboard /ˈkiːbɔːd/
☐ a memory stick /ˈmeməri stɪk/
☐ a (wireless) mouse /maʊs/
☐ a plug /plʌg/
☐ a printer /ˈprɪntə/
☐ a remote control /rɪˈməʊt kənˈtrəʊl/
☐ a router /ˈruːtə/
☐ a socket /ˈsɒkɪt/
☐ a speaker /ˈspiːkə/
☐ a switch /swɪtʃ/
☐ a USB-C cable /juːesbiːˈsiː ˈkeɪbl/
1 a voice assistant /ˈvɔɪs əˈsɪstənt/

c 9.7 Listen and check. Then cover the words and test each other.

d Video Watch the video. Match clips 1–10 to sentences A–J.

A ☐ I turned down the heating.
B ☐ I switched on my laptop.
C ☐ I turned up the volume.
D ☐ I plugged in my charger.
E ☐ I switched off the TV.
F ☐ I unplugged the router.
G ☐ I installed some software.
H ☐ I updated an app.
I ☐ I set the alarm for 7.00.
J ☐ I deleted a photo.

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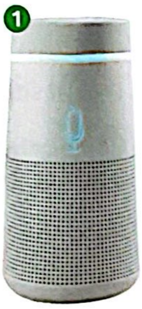

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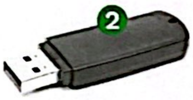

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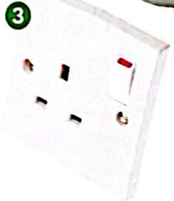

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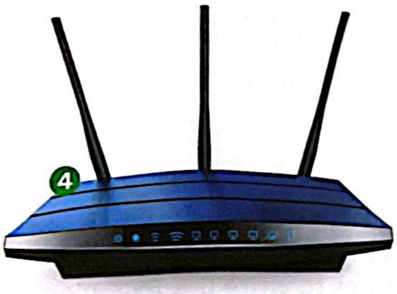

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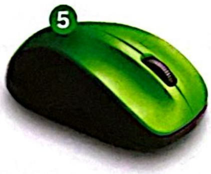

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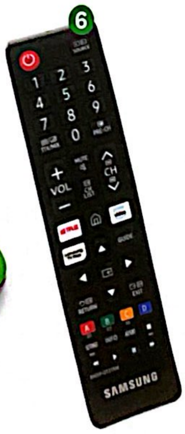

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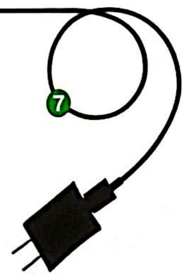

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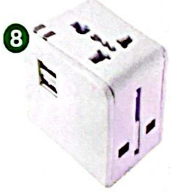

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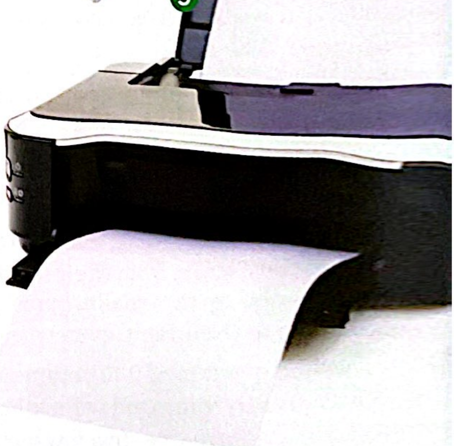

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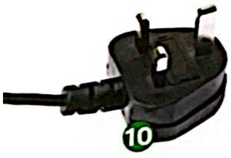

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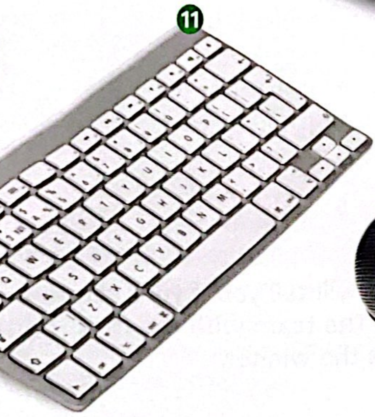

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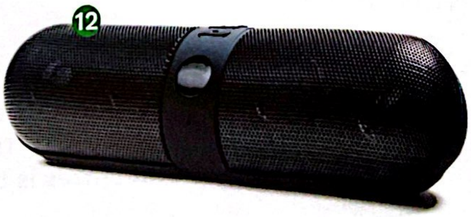

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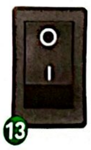

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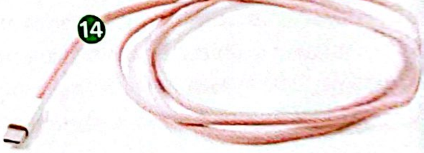


2 PRONUNCIATION linking

a **9.8** Listen and repeat A–E. Try to link the words.

A I **turned**‿it‿**down**.
B I **switched**‿it‿**on**.
C I **turned**‿it‿**up**.
D I **plugged**‿it‿**in**.
E I **switched**‿it‿**off**.

Separable phrasal verbs

Remember that many phrasal verbs are separable, i.e. the object can go between the verb and particle, e.g. ***switch*** *the TV* ***on***, or after the particle, e.g. ***switch on*** *the TV*. However, if the object is a pronoun, it must go between the verb and particle, e.g. *switch* ***it*** *on* **NOT** ~~*switch on it*~~.

b Answer the questions with a partner. Give reasons.

1 Do you normally switch off your computer when you stop using it? Why (not)?
2 Do you ever unplug electronic devices at night to save energy? What about when you go on holiday?
3 What time of year do you tend to turn your heating on / off?
4 Do you normally listen to music with headphones or with a speaker? Why?
5 In your house, do you usually agree about what the temperature should be, or is someone always turning the heating or air conditioning up and down? What about with the volume on the TV?

"WHO TURNED UP THE THERMOSTAT?"

3 LISTENING & SPEAKING

a Imagine there was a power cut in your house. What would you find it most frustrating not to be able to do?

b **9.9** Listen to Chris Stokel-Walker, a journalist from *The Times*, describing his experiment of living for a day with no power. What part of the day do you think he found the most difficult? On the whole, would you say it was a positive or a negative experience for him?

c Listen again. What things couldn't Chris do during his day without power? Make notes for each of these times.

1 7 a.m. – 9 a.m.
2 9 a.m. – midday
3 midday – 2 p.m.
4 2 p.m. – 6 p.m.
5 6 p.m. onwards

d Read some of the expressions Chris uses. What do the **bold** verb phrases mean?

1 I read the news on my tablet and the battery life **drops from 65% to 55%** in a few minutes.
2 Skype calls really **drain the power**.
3 I **close down** unnecessary programs and turn the brightness of my screen down to its lowest level.
4 Finally, my **laptop battery dies** just after lunch.
5 Thankfully, I can continue to **work in the cloud** on my phone.
6 Two and a half years ago, he decided to **live off-grid**.

e Discuss the questions.

1 Are power cuts frequent where you live? What causes them?
2 Think of a time when you've been without power at home. What did you find difficult? Was there anything you liked about not having power?
3 Do you ever suffer from 'battery anxiety'? How low does the battery need to go for you to start worrying?
4 What do you think about people like Chris's friend Joel, who live off-grid? Is it good to live without technology?

4 GRAMMAR quantifiers

a With a partner, read sentences 1–6 and think about what the missing words could be. Don't write them in yet.

1 I used to have __________ __________ of different gadgets, but now I use my phone for almost everything.

2 I'd like to have a better computer, but I don't have __________ __________ to buy one right now.

3 I spend __________ __________ time online. I think I need to take a break.

4 I have a lot of friends on social media, but only __________ __________ of them are close friends.

5 I never watch TV or films on my phone, because the screen isn't __________ __________.

6 I like Apple products, but I can't afford them – I think they're __________ __________.

b 🔊 **9.10** Now listen and complete the sentences in **a**. Did you guess correctly?

c Ⓖ **Grammar Bank** 9B *p.235*

d Talk to a partner. Are the sentences in **a** true for you? Say why (not).

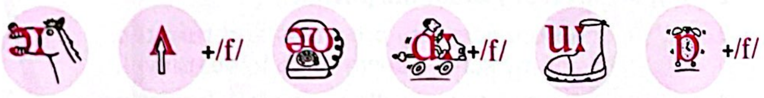
5 PRONUNCIATION *ough* and *augh*

ough* and *augh

Be careful with the letters *ough* and *augh*. There are several different pronunciations. Try to remember how to pronounce the most common words which have this combination of letters.

a Write the words from the list in the correct column.

alth**ough** b**ough**t br**ough**t c**augh**t c**ough** d**augh**ter
en**ough** l**augh** th**ough**t thr**ough** t**ough**



b ▶ **Video** Watch and check. Then watch again and repeat the sounds and words. Which is the most common sound?

c 🔊 **9.15** Listen to sentences 1–5. Practise saying them.

1 I bought a new iPhone, although I thought it was very expensive.

2 My daughter's caught a bad cold.

3 We've been through some tough times.

4 I didn't laugh! It was a cough.

5 You haven't brought enough wine!

6 READING & SPEAKING

a Work with a partner and answer the questions. Who has a more organized digital life?

- Approximately how many emails do you have in your inbox? Do you organize them into folders?
- How often do you add new apps on you phone or delete old ones?
- How many photos do you have on your phone? Are they organized into albums? How quickly could you find a photo you wanted to show someone?
- How many friends do you have on social media? How many of them are real friends? Do you ever unfollow your friends?
- How many people in your 'contacts' have you not contacted in the last year?
- How many different passwords do you have? How do you remember them?
- Do you accept cookies when you visit new websites? Why (not)? How often do you unsubscribe from marketing emails?
- What do you do with your old digital devices, e.g. old phones, tablets, etc.?

b Look at the title of the article and the headings. Tick (✓) the areas of your digital life that you think you need to tidy up.

c **Exam** Read the article and complete the gaps with a verb from the list.

answer click find forget free up
keep recycle update

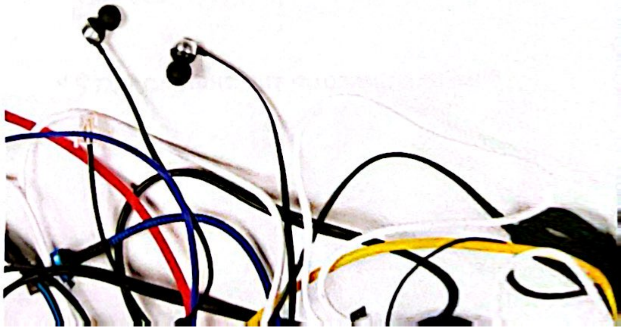
d Search the text. Find six words with the prefix *un-* to complete the extracts.

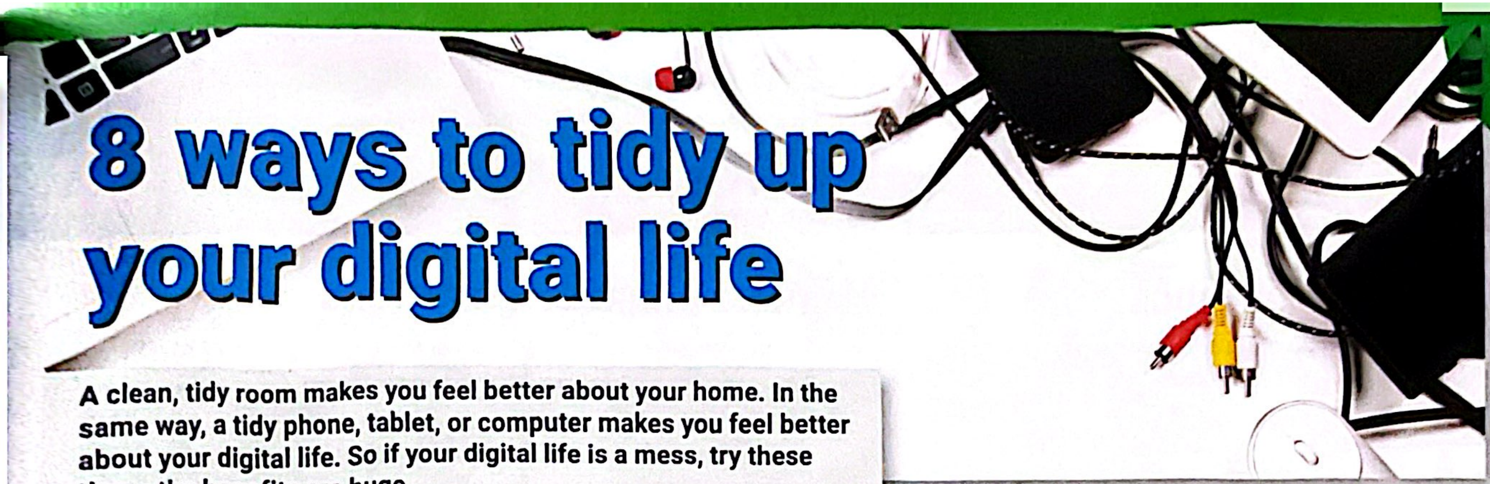
Tip 1 Why should you have hundreds of un__________ or un__________ emails?

Tip 2 Un__________ software or apps that you don't use.

Tip 4 You can 'un__________' friends without them knowing...

Tip 7 If you get un__________ emails from companies and organizations, don't just delete them – un__________.





8 ways to tidy up your digital life

A clean, tidy room makes you feel better about your home. In the same way, a tidy phone, tablet, or computer makes you feel better about your digital life. So if your digital life is a mess, try these tips – the benefits are huge.

1 **Inbox messages**
Most people have too many emails in their inbox. You don't have hundreds of unopened or unanswered letters in your house, so why should you have hundreds of unopened or unanswered emails? If you can ___________ an email in less than two minutes, do it right away. If it will take longer, don't leave it in your inbox – move it into a 'work in progress' folder and reply later.

2 **Old software or apps**
Uninstall software or apps that you don't use. This will ___________ a lot more space on your hard drive or phone.

3 **Photos**
You wouldn't put bad photos in a physical photo album, so don't keep bad photographs (or videos) on your phone – just delete them. Having poor-quality photos just makes it more difficult to ___________ a good photo when you need one.

4 **Friends**
Having too many friends on social media makes it more difficult to ___________ in touch with the ones you really care about. You can 'unfollow' friends without them knowing, so you won't hurt their feelings.

5 **Contact information**
___________ contact information regularly and delete contacts you no longer need. Most people don't do this often enough.

6 **Passwords**
Use a password manager app, like 1Password. This gives you as many different passwords as you need and remembers them for you. You'll never ___________ a password again.

7 **Email marketing**
If you get unwanted emails from companies and organizations, don't just delete them – unsubscribe. It should only take a few seconds. Just ___________ on the 'unsubscribe' link at the bottom of the email.

8 **Old devices**
If you've been using technology for any length of time, you probably have a collection of things that you no longer use – memory sticks, USB cables, chargers, old phones, and tablets. If you can't give them to somebody who would use them, ___________ old devices properly.

Adapted from Becoming Minimalist website

e Complete the sentences with *un-* and the words from the list.

clear comfortable do follow
helpful known lock read

1 Why do you have over 100 ___________ emails?
2 If you want to ___________ what you've done, press Ctrl+Z.
3 I had to ___________ her as she was posting some really annoying things.
4 I can't ___________ my phone – I've forgotten the password.
5 The IT Support person was very ___________. I still can't print anything.
6 I didn't answer the phone, because it said 'caller ___________'.
7 I can't set up the new router – the instructions are really ___________.
8 I hate earbuds. I find them really ___________.

f Which of the tips in the article would be most useful for you? Choose your top three. Then discuss your choices in small groups and say why.

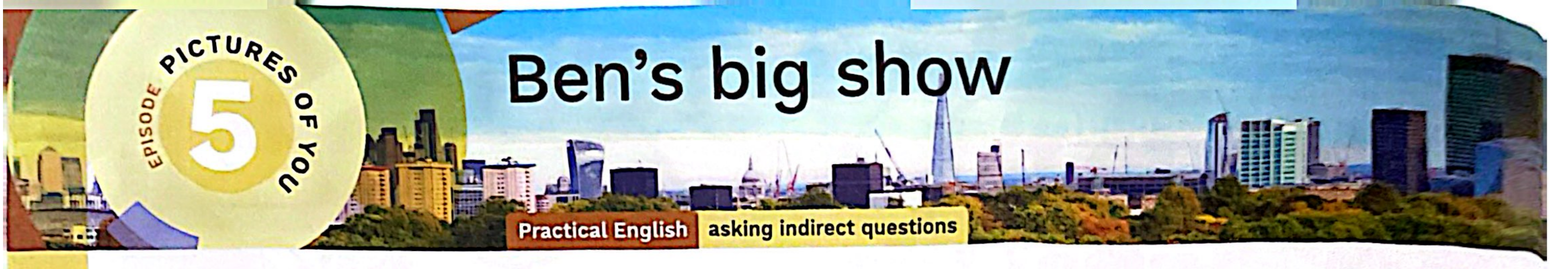
Mediation Your English-speaking friend would like to start their own online business, and has asked you for tips on how to save time managing emails. Choose some key points from the article and write an email to your friend. Try to use your own words. Write about 150 words.

Ⓜ **Mediation Bank 9** *p.262* Written mediation: Simplifying

7 WRITING

a 'for and against' essay

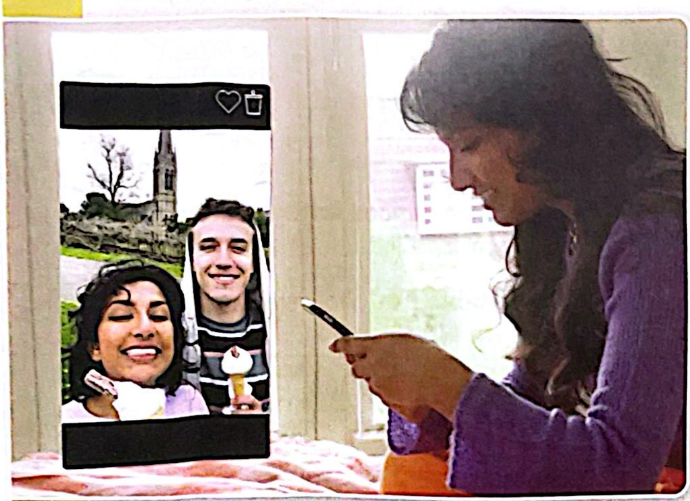
Ⓦ **Writing Bank 9** *p.207* Write an essay about the advantages and disadvantages of smartphones.



Ben's big show

Practical English asking indirect questions

1 PAMELA'S ADVICE



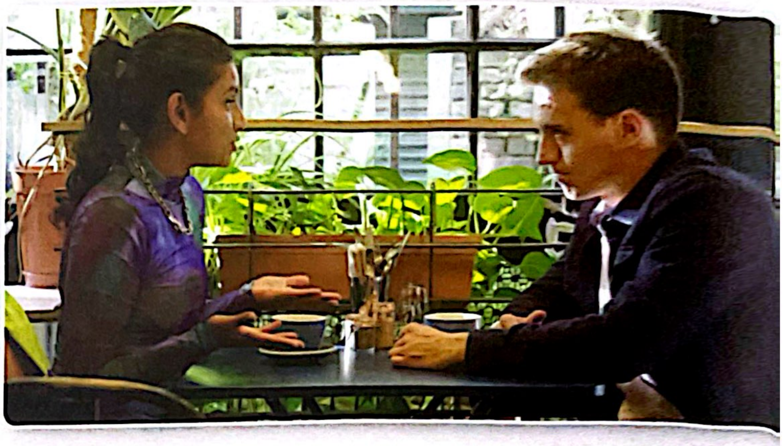
a Video Look at the photos. What do you think Izzy is thinking? What advice does Pamela give her? Watch *Pamela's advice* and check.

b Watch again. Then answer the questions.

1 What does Izzy say about...?
  - a Ben's photos
  - b the meal with Ben
  - c the hug

2 What does Pamela say about...?
  - a Izzy using Ben's photos
  - b Izzy and Ben's break-up

2 ASKING INDIRECT QUESTIONS



a Video Watch *Asking indirect questions*. Then answer the questions.

1 Do they still feel something for each other?
2 Do they both want the same things in the future?
3 Do they want to get back together?

b Complete the extracts from the conversation with the phrases in the list. Then watch again and check.

Can you tell me... I'd like to know...
could you tell me... I wonder... Do you know...

Izzy So, [1] ________________ what you think of Izzy?
Ben I think she's an awesome person. She's smart. She's funny.

Izzy But you broke up, didn't you? [2] ________________ if you think you should get back together.
Ben Well, I think it's complicated...

Ben [3] ________________ if you want kids?
Izzy I don't know. It's not really something I think about.

Izzy But I still feel something for you.
Ben [4] ________________ if we'll always feel something for each other.

Ben The truth is I'm interested in someone else.
Izzy [5] ________________ who it is?

American and British English

smart /smɑrt/ = *intelligent* in American English
smart /smɑːt/ = *well-dressed* in British English

c Video Watch and repeat the highlighted phrases and sentences in **b**. Copy the rhythm and intonation.

d Practise the extracts in **b** with a partner. Then change roles.

Indirect questions

We often start with *Can / Could you tell me....?*, *Do you know...?*, *I'd like to know...*, *I wonder...* to make questions less direct or more polite. When we do this, the direct question becomes a normal positive sentence.

Compare:

What do you think *of Izzy?*

Could you tell me ***what you think*** *of Izzy?*

Do you want *kids?*

Do you know ***if*** *(or* ***whether****)* ***you want*** *kids?*

e Make indirect questions by using the beginnings given.

1 'Where's the station?'
Excuse me. Can you tell me
____________________?

2 'What do you think?'
I'd like to know __________
____________________.

3 'Is Jack coming tonight?'
I wonder ______________
____________________.

4 'What's the time?'
Do you know ____________
____________________?

5 'What time does the show start?'
Could you tell me __________
____________________?

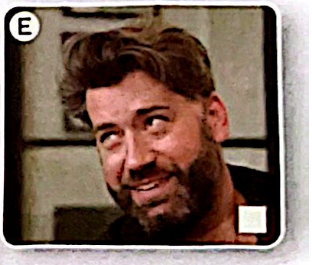
f Ⓒ **Communication** Asking politely for information
A *p.190* **B** *p.195* Practise indirect questions.

3 A HAPPY ENDING?

a **Video** Watch *A happy ending?* Then number the photos 1–5.

A ☐

B ☐


E ☐

C ☐

D ☐

b Watch again. In pairs, use the photos in the correct order to tell each other what you remember from each scene.

4 SOCIAL ENGLISH

a Match a phrase from **A** to a response in **B**.

A	B
1 So I went to Ben's exhibition.	☐ I, um... Yes, actually, I do.
2 Hey, bro!	☐ Emma! It's great to see you!
3 You look exhausted.	☐ Oh, just an old friend.
4 Do you think this is good enough?	☐ Did you? What did you think of his photos?
5 By the way, who was the photographer?	☐ Yeah. There's just been a lot going on this week.

b **Video** Watch and check.

c Practise the phrases and responses in pairs. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about *Pictures of you*. Did you like the ending? What was the best part of the story for you? What do you think might happen if there were a Season 4? Would you recommend *Pictures of you* to a friend? Why?

9A

I was so lucky!

- **G** third conditional
- **V** making adjectives and adverbs
- **P** sentence rhythm, weak pronunciation of *have*

1 GRAMMAR third conditional

a Complete the sentences with *had* or *would have*.

1 If I'd known it was your birthday, I'd have bought you a present.

2 It ________ been quicker if we'd gone by train. Our flight was very delayed.

3 Harry wouldn't have been late for work if the bus ________ been on time.

4 I'm sure that if David ________ seen you, he would have said hello.

5 I ________ gone to their party if they'd invited me, but they didn't.

6 If you'd got up earlier, you ________ had time to make your bed.

7 If Kim ________ paid attention in class, she would have known about the exam.

8 You wouldn't have fallen asleep at the cinema if you ________ had a rest this afternoon.

b Complete the sentences with the correct form of the verbs in brackets.

1 If you'd told me you weren't staying for dinner, I wouldn't have made so much food. (not make)

2 We ________ on time if we'd left half an hour earlier. (arrive)

3 If we ________ a table, we wouldn't have been able to have dinner there. (not book)

4 You'd have seen my message if you ________ your mobile phone. (check)

5 I'd have enjoyed the party more if the music ________ so loud. (not be)

6 If you'd concentrated on what you were doing, you ________ so many mistakes. (not make)

7 If I ________ it was going to be so cold today, I would have worn a warmer coat. (know)

8 We ________ Jack to dinner, too, if we'd known you didn't like him. (not invite)

9 If you ________ so rude about my mother, I wouldn't have got so angry. (not be)

10 My sister ________ promoted if she'd refused to do overtime. (not get)

c Complete the second sentence so it has a similar meaning to the first sentence.

1 I got to the restaurant late because I went to the wrong place first.
If I hadn't gone to the wrong place first, I wouldn't have got to the restaurant late.

2 I passed my final exams, so I went to university.
I wouldn't have gone to university if ________.

3 Sofia didn't have the right qualifications, so she didn't get the job.
If Sofia had had the right qualifications, ________.

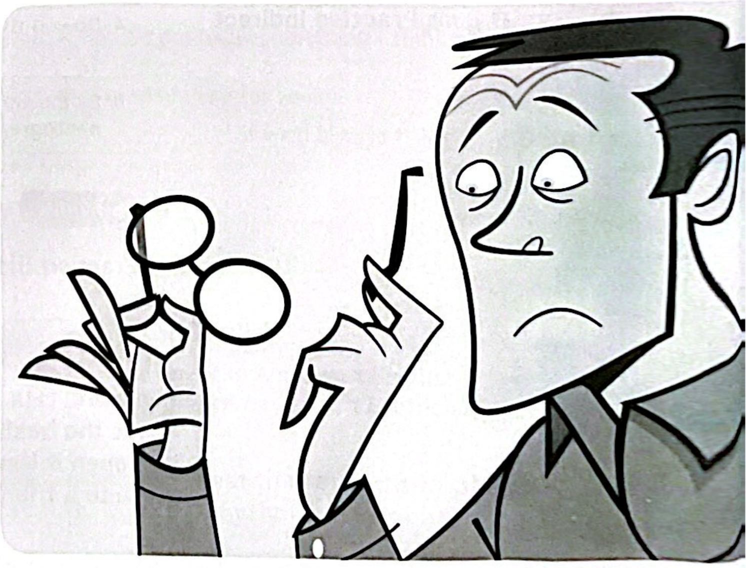
4 We had lunch before we left, so we weren't hungry.
We would have been hungry if ________.

5 We didn't play tennis this afternoon because it was so windy.
If it hadn't been so windy this afternoon, ________.

6 You got lost because you didn't follow my directions.
You wouldn't have got lost if ________.

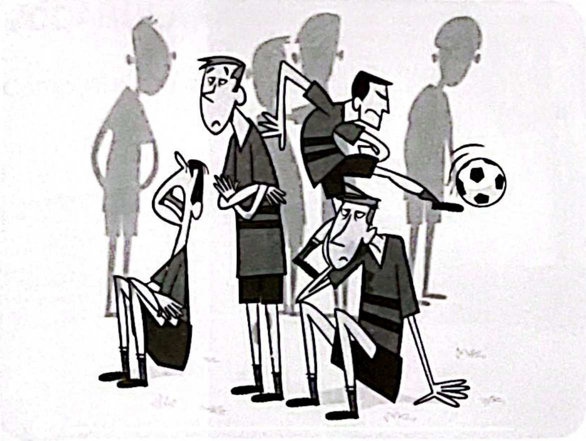
7 I didn't win that game because you cheated.
If you hadn't cheated, ________.

8 Alex wasn't very careful with his glasses, so he broke them.
If Alex had been more careful with his glasses, ________.



2 **PRONUNCIATION** sentence rhythm, weak pronunciation of *have*

a ① **9.1 Listen and complete the sentences.**



1 If they hadn't played so badly, they would have won the match.

2 If you'd told me about the meeting, I ________ ________.

3 She ________ the coat if it hadn't been so expensive.

4 If there had been room for us, we ________ ________ the night.

5 We ________ to the cinema on time if we'd taken a taxi.

6 If I'd known you were moving house, I ________ ________ you.

b **Listen again and repeat the sentences. Copy the rhythm.**

3 **VOCABULARY** making adjectives and adverbs

a **Complete the chart with the two adjective forms of each noun from the list.**

care ~~comfort~~ fortune luck patience

	+	–
adjective ending in *-able*	¹comfortable	²uncomfortable
adjective ending in *-ate*	3	4
adjective ending in *-ful / less*	5	6
adjective ending in *-ient*	7	8
adjective ending in *-y*	9	10

b **Complete the sentences with the adverb form of the words in brackets. Use the negative form if necessary.**

1 We were sitting comfortably on the sofa when there was a knock at the door. (comfort)

2 I was in a hurry, so I waited ________ for the lift to arrive. (patience)

3 She put down the glass ________, so it fell on the floor and broke. (care)

4 ________, I'd taken an umbrella, because it began to rain before I'd got to my office. (fortune)

5 The goalkeeper was injured so ________, she missed the final. (luck)

c **Complete the charts with adjectives and adverbs.**

	adjectives	
noun	**+**	**–**
success	¹successful	²unsuccessful
possibility	3	4
self	5	6
use	7	8
suit	9	10

	adverbs	
noun	**+**	**–**
success	¹¹successfully	¹²unsuccessfully
possibility	13	14
self	15	16
use	17	18
suit	19	20

d **Complete the sentences with a word from the charts in c.**

1 It's possible to see the English coast from France on a clear day.

2 She ________ took both of the biscuits that were left on the plate.

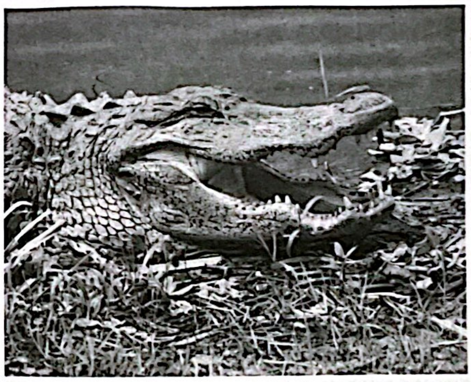
3 You should throw that old umbrella away – it's completely ________.

4 All of their children have been very ________ in their chosen careers.

5 It was a special occasion, so all the guests were dressed ________.

e Complete the text with the correct adjective or adverb form of the nouns in brackets.

Unlucky teen's meeting with an alligator



An American teenager made a 1 careless________ (care) mistake when he jumped into a river without checking the area for alligators before going swimming.

Kaleb Langdale was at the Caloosahatchee River in Florida with friends when he decided to go for a swim. The 2 ________________ (patient) young man soon found himself in the 3 ________________ (comfort) position of sharing the water with an alligator, which started to attack him. He was 4 ________________ (luck) enough to escape the first attack and began to swim to the bank, where his friends were waiting for him. 5 ________________ (fortune), the three-metre animal attacked again, and this time it held on to Kaleb's arm. 6 ________________ (luck), Kaleb managed to get away, but his arm was seriously injured in the process.

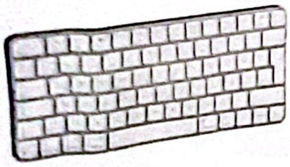
Kaleb is now recovering in hospital, and doctors say his condition is 7 ________________ (comfort) despite his injuries. Kaleb recommends that anybody who goes swimming in the Caloosahatchee River should check the area 8 ________________ (care) before going swimming.

9B Power cut

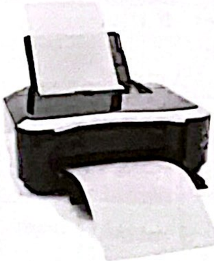
G quantifiers
V electronic devices
P linking, *ough* and *augh*

1 VOCABULARY electronic devices

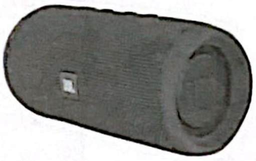
a Complete the words.



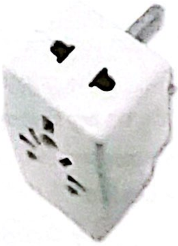
1 keyboard



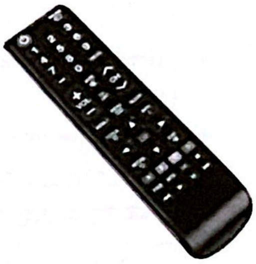
2 p____t___



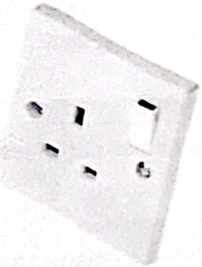
3 s____k___



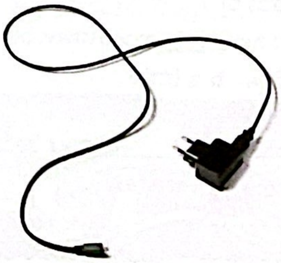
4 a___p___r



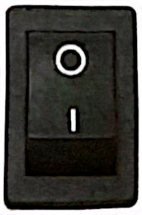
5 r_______ c___t___l



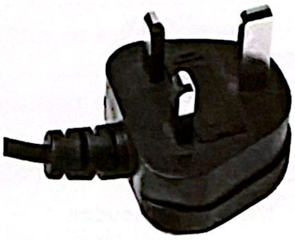
6 s___k___



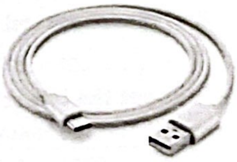
7 ch___g___



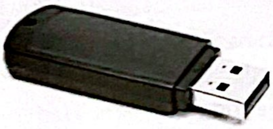
8 s___t___



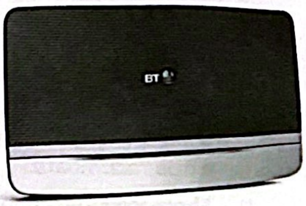
9 p___g



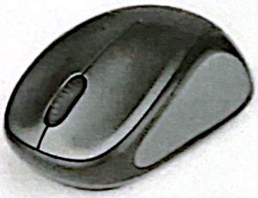
10 U___-__ c__b___



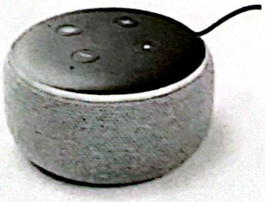
11 m__m____ s____k



12 r___t___



13 w__r__l__ss m___s__



14 v___c__ __ss__st__nt

b Complete the sentences with a word from **a**.

1 Let's turn the lights on. Where's the switch?
2 I've got the presentation on a __________ __________, so I don't need to take my laptop.
3 My battery's getting low. Can I borrow your __________?
4 Can I use your __________? I need to print out some documents.
5 You'll need a __________ __________ if you want to connect your phone to your laptop.
6 Where's the '@' symbol on this __________?
7 Who's got the __________ __________ for the TV? I want to change channels.
8 You can't use European plugs in the UK if you haven't got an __________.
9 If you turn on the __________, you might be able to hear something!
10 Is the __________ working? I haven't got an internet connection.
11 Never take a __________ out of a __________ with wet hands – you might get an electric shock.

c Replace the **bold** words with the past simple form of a verb from the list.

~~delete~~ install plug in set switch off switch on turn down turn up unplug update

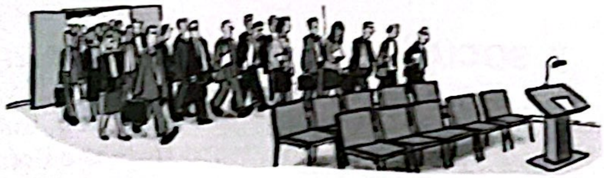
1 I **removed** a video I didn't like.
I deleted a video.
2 I **programmed** the alarm on my phone for 7.30.
I __________ the alarm for 7.30.
3 I **pressed the 'on' button** on the printer.
I __________ __________ the printer.
4 I **put** some new software **on my laptop**.
I __________ some new software.
5 I **put** my charger **into a socket**.
I __________ __________ my charger.
6 I **pressed the 'off' button** on the router.
I __________ __________ the router.
7 I **changed the volume** on the TV **from 20 to 15**.
I __________ __________ the TV.
8 I **disconnected** the voice assistant.
I __________ the voice assistant.
9 I **got the latest version** of the app.
I __________ the app.
10 I **made the music** on the speaker **louder**.
I __________ __________ the speaker.

2 GRAMMAR quantifiers

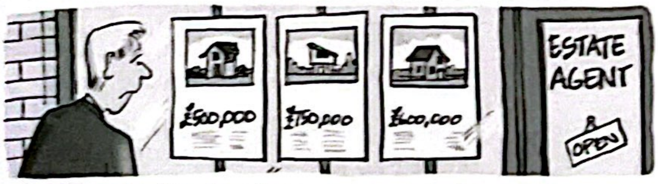
a Circle the correct answers. One, two, or three answers may be correct.

1 Do you eat ____ sweets?
[✓ **a** many] [✓ **b** a lot of]
c much
2 I sleep ____ when I'm on holiday.
a a lot of **b** a lot
c lots of
3 I don't drink ____ coffee.
a many **b** a lot of
c much
4 You can sit here. There's ____ room.
a many **b** much
c plenty of
5 My sister has ____ friends.
a a lot of **b** lots of
c loads of
6 Can I have ____ more cake, please? It's delicious!
a a few **b** a little
c very little
7 My phone has ____ games because I never play the
a a few **b** very few
c very little
8 There are ____ young people living in the village tha
there used to be.
a fewer **b** less
c little
9 I can't hear you. There's ____ noise.
a enough **b** too many
c too much
10 You aren't working ____.
a hard enough **b** enough hard
c too much hard
11 There isn't ____ milk in the fridge.
a any **b** much
c some
12 **A** How much bread is there?
B ____. I've just finished it all.
a Any **b** None
c No any

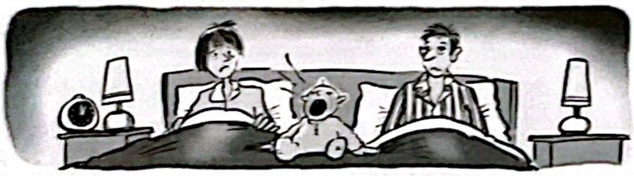
b **Complete each pair of sentences so that they have the same meaning. More than one answer may be possible.**



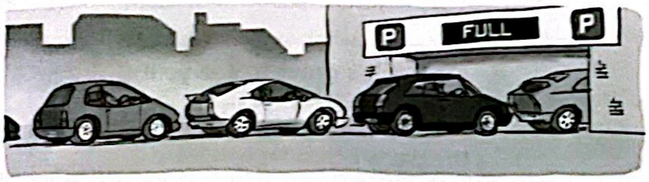
1 There aren't enough ________ chairs for everyone.
There are too few ________ chairs for everyone.



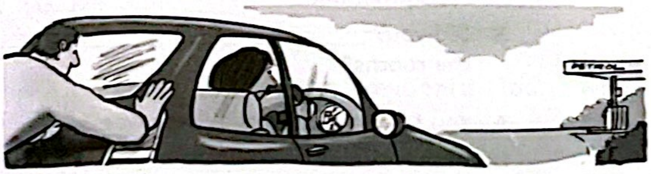
2 He can't afford to buy a house. He doesn't have ________ money.
He can't afford to buy a house. They're ________ for him.



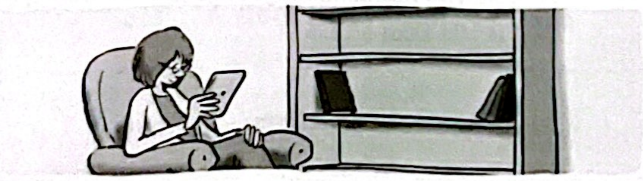
3 We only had ________ sleep last night.
We didn't have ________ sleep last night.



4 There are ________ cars in the car park.
There aren't ________ parking spaces.



5 There's ________ petrol in the tank.
There isn't ________ petrol in the tank.



6 She buys very ________ books these days.
She doesn't buy ________ books these days.

c **Complete the sentences with a quantifier and the words in brackets. Sometimes more than one answer is possible.**

1 The party was quite quiet. There weren't many people ________. (people)
2 I didn't have ________, so I only ordered a plate of chips. (money)
3 We'll have to drive. There aren't ________ on a Sunday. (buses)
4 It's raining, so there are ________ on the beach – just one or two. (people)
5 He can't drive yet. He isn't ________. (old)
6 Amira's worried because she's a freelance photographer, and she has ________ at the moment. (work)
7 You can't move in their living room. There's ________. (furniture)
8 We can't use the printer. There's ________. (paper)
9 It took us ages to get here. There was ________. (traffic)
10 I couldn't sleep on the plane. There were ________. (noisy children)
11 I'll only be a moment. I have to make ________ before we leave. (phone calls)
12 This jacket doesn't fit me. It's ________. (small)

3 PRONUNCIATION linking, *ough* and *augh*

a **9.2 Listen and write the sentences.**

1 I switched it on ________.
2 I ________.
3 I ________.
4 I ________.
5 I ________.
6 I ________.
7 I ________.
8 I ________.

b **Listen again and repeat the sentences. Try to link the words.**

c **Circle the word with a different sound.**

1 horse	2 up	3 horse	4 horse
brought	although	bought	caught
[✓ cough]	enough	daughter	laughed
thought	tough	through	taught

d **9.3 Listen and check. Then listen again and repeat the words.**

EPISODE 5 PICTURES OF YOU

Practical English
Ben's big show

asking indirect questio

1 ASKING INDIRECT QUESTIONS

a Circle the correct words.

1 Can you tell me what time [✓ *it is*] / *is it*, please?
2 Do you know if this bus *does go* / *goes* to Windsor?
3 Could you tell me where *can I* / *I can* buy a ticket?
4 I wonder where *Lola is* / *is Lola* today.
5 Do you know if this shirt *does come* / *comes* in a larger size?
6 I'd like to know where *are you* / *you're* going.
7 I wonder what time *the restaurant closes* / *does the restaurant close*.
8 I'd like to know who *did you speak to* / *you spoke to*.

b Make questions 1–6 more indirect by using the beginnings given.

1 What time is the next bus for Boston?
I'd like to know what time the next bus for Boston is.
2 What time does it arrive?
Do you know ______________________________?
3 Which stop does the bus go from?
Could you tell me ______________________________?
4 How much does a one-way ticket cost?
Could you tell me ______________________________?
5 Do I need to change buses?
I wonder ______________________________.
6 How much discount do I get with a student card?
Can you tell me ______________________________?

c Complete the conversation with the indirect questions from **b**. There is one question you do not need to use.

Ticket clerk Can I help you?
Ali Yes, please. [1] I'd like to know what time the next bus for Boston is.
Ticket clerk Well, the next bus leaves at 10 a.m.
Ali Great. [2] ______________________________
Ticket clerk Sure. It costs $35.95.
Ali [3] ______________________________
Ticket clerk With a student card you get a 20% discount on your ticket. That means it'll cost you $28.75.
Ali OK. Here's my student card...and my bank card.
Ticket clerk And here's your ticket.
Ali Thanks. [4] ______________________________
Ticket clerk No, you don't. The bus goes straight through.
Ali And [5] ______________________________
Ticket clerk Yes, it gets to Boston at 2.20 p.m.

2 SOCIAL ENGLISH

a Complete the highlighted phrases in the conversations with a word from the list.

actually ~~going~~ Hey think way

1 **A** You look exhausted.
B Yeah. There's just been a lot going ______ this week.

2 **A** By the ______, who was the photographer?
B Oh, just an old friend.

3 **A** ______, bro!
B Emma! It's great to see you!

4 **A** Do you think this is good enough?
B I, um... Yes, ______, I do.

5 **A** So I went to Ben's exhibition.
B Did you? What did you ______ of his photos?

b Complete the conversations with the highlighted phrases from **a**.

1 **A** Hey, bro!
B Amara! It's great to see you!

2 **A** Do you think we've made enough food for the party?
B Um... ______________________________.

3 **A** So we stayed in the hotel you recommended.
B Did you? ______________________________ the rooms?

4 **A** You forgot my birthday last week.
B Yeah, I'm sorry. ______________________________ recently.

5 **A** ______________________________, how are you planning to get home?
B I'll take a taxi.

1-9 Can you remember...?

1 GRAMMAR

Complete the sentences with the correct form of the verbs in brackets.

1 I _______________ my girlfriend for three years. We met when we were at university. (know)
2 When I was a child, I _______________ like big dogs – they frightened me. (used to)
3 I'm not sure, but I think that man _______________ Susan's brother. (be)
4 If I lived in the city centre, I _______________ to work instead of driving. (walk)
5 Jake's room is a mess, and he refuses _______________ it. (tidy)
6 The police officer asked the man where he _______________ the day before. (be)

2 VOCABULARY

Circle the word or phrase that is different.

1 duck mussels prawns squid
2 colleague couple flatmate partner
3 comedy script thriller western
4 degree head pupils students
5 attic basement gate ground floor
6 apply for be made redundant resign retire

3 PRONUNCIATION

Circle the word with a different sound.

up	1 course enough lucky tongue
horse	2 bought keyboard loan wall
phone	3 although router throw toes
boot	4 floor roof suit through
clock	5 cough loss nose watch

4 GRAMMAR & VOCABULARY

Read the article. Circle a, b, or c.

DANGEROUS DEVICES

Most of us would agree that computers and smartphones ^{1}____ made life easier for us. However, there are a ^{2}____ people who might not agree, because they've ^{3}____ injured by their electronic devices. Experts are becoming increasingly worried ^{4}____ this problem. One of the ^{5}____ dangerous devices appears to be phone chargers. You probably ^{6}____ be injured if you use the charger you got with your phone, but fake chargers are different. Fake chargers are sold at much lower prices than originals, and when customers choose ^{7}____ them, they're often tempted to buy the cheaper of the two. It's thought that a Chinese woman died recently because of a fake charger. She had plugged ^{8}____ the charger and attached her phone before she tried to make a phone call. Unfortunately, she received a massive electric shock from the charger, and she ^{9}____ killed instantly. It was believed that she ^{10}____ have died if she hadn't used a fake charger.

1 **a** are **b** had **c** have
2 **a** few **b** less **c** little
3 **a** be **b** been **c** was
4 **a** about **b** in **c** of
5 **a** less **b** more **c** most
6 **a** don't **b** not **c** won't
7 **a** between **b** from **c** to
8 **a** in **b** on **c** out
9 **a** is **b** was **c** were
10 **a** didn't **b** won't **c** wouldn't

10A Idols and icons

ve clauses: d
and non-defining
V compound nouns
P word stress

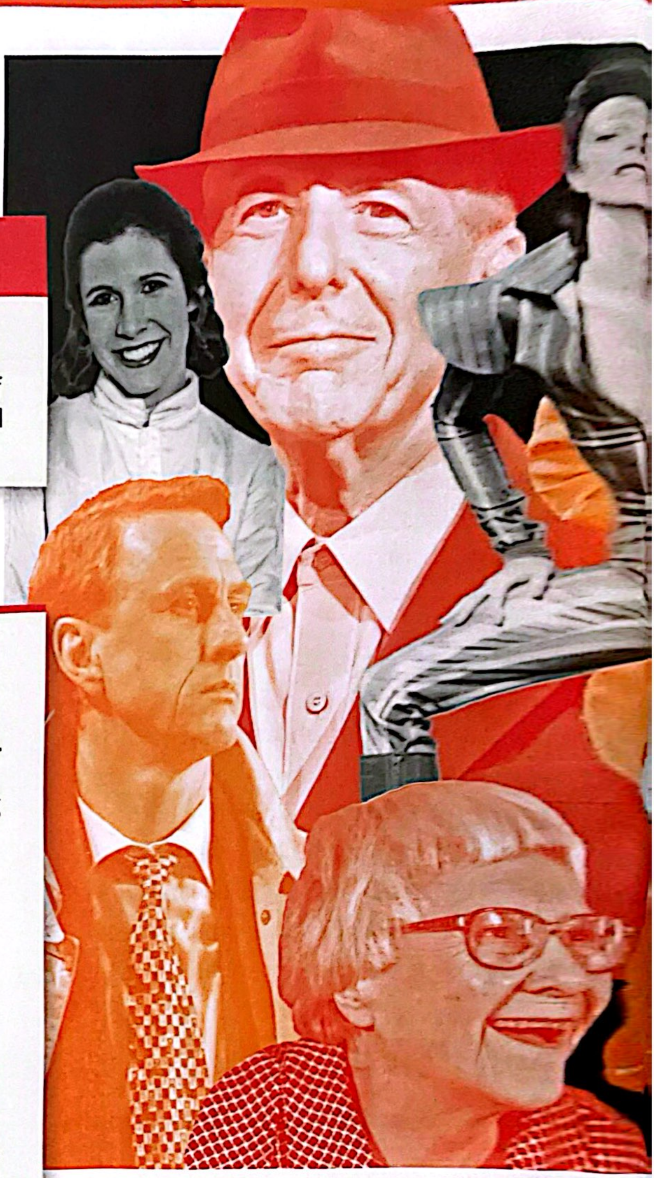
Who is she? **She's the author who wrote To Kill a Mockingbird.**

1 READING & LISTENING

a Read the introduction to an article and look at the photos. Do you recognize any of the people?

The year our heroes died

It is traditional to celebrate the achievements of famous and influential people when they die. However, one year of the 21st century stands out – 2016. In that year, an unusually high number of iconic people died. They were from all walks of life and had achieved many different things, but they were all heroes in their own way.



b Now read about one of the people in the photo. Who do you think it is?

____________________ was born in south London in 1947. He was good at singing, and studied art, music, and design at college. He began his career by singing in many different bands, but he was ambitious and talented, and it was soon clear that he should go solo. At the same time, he studied theatre, including mime, and started an arts club. Then, in July 1969, he had his first big hit, when his song about an astronaut coincided with the Apollo 11 moon landing.

During the 70s, he went on stage as a science-fiction character – an intergalactic rockstar visiting a doomed planet Earth. He had unusual eyes, the result of a fight at school when he was 15, which made him seem a little unearthly, and his incredible costumes and performances made him as popular as the Beatles. However, there were professional pressures and problems with drugs. He became extremely thin, and his marriage, which had initially been happy, ended during this period.

By the 1980s, he had changed direction again. A talented actor, he appeared in *The Elephant Man* on Broadway, and in several films, e.g. *The Hunger* alongside Catherine Deneuve and the Second World War drama *Merry Christmas, Mr Lawrence*. He reinvented his musical style and had many huge international hits and concert tours as a global rockstar.

In April 1992, he married the Somalian model Iman and bought a home in New York. These changes in his life inspired him to create new music. Six weeks after the 9/11 attacks in 2001, he performed alongside iconic musicians Paul McCartney, Jon Bon Jovi, Billy Joel, the Who, and Elton John in a big benefit concert.

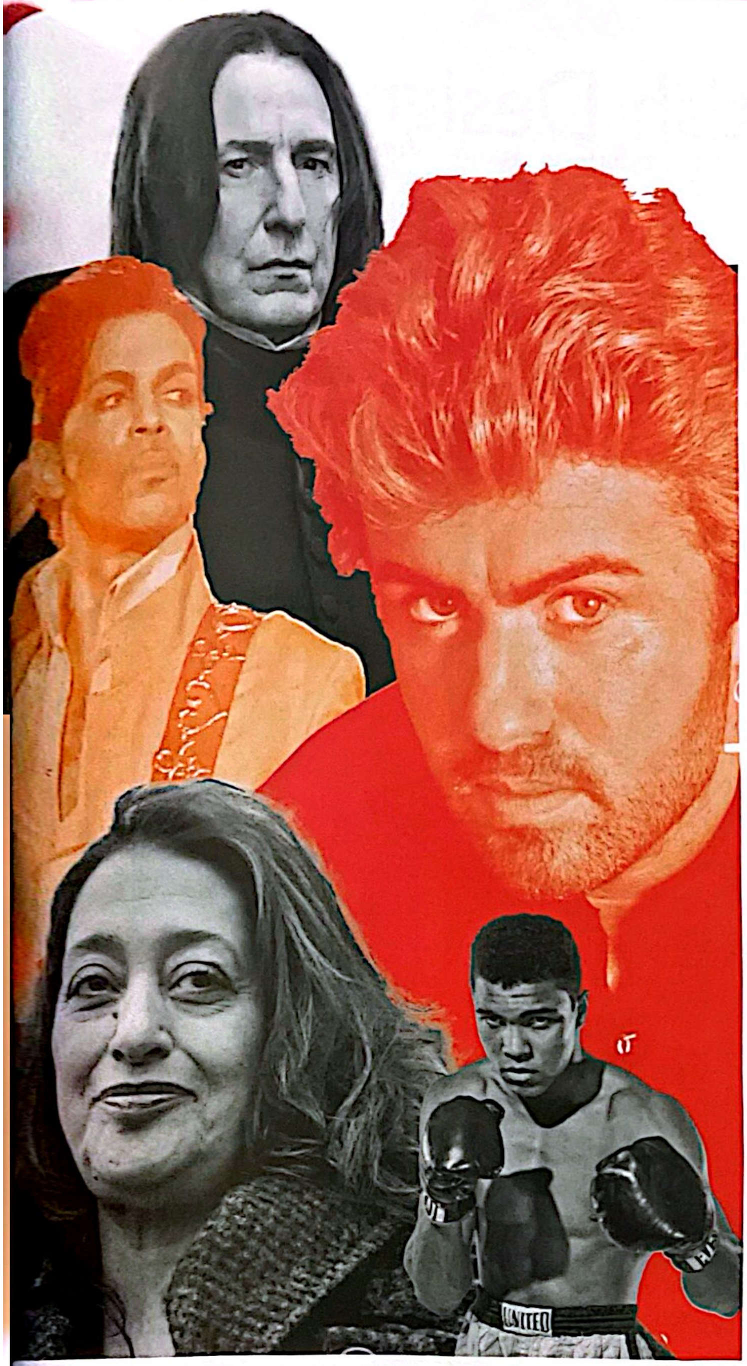
He had an uncomfortable relationship with fame. At the beginning of his career, he saw it as a way of getting creative freedom, but in later years he hated it. After a heart attack in 2003, he took himself almost entirely out of the public eye. He wanted to move back to London, but he felt more anonymous in New York.

He worked with enormous energy, right up to his death, aged 69, on 10 January 2016. He was still filming the music video for his single, Lazarus, shortly before he died. Francis Whately, who produced several films about him, said, 'There was nothing he wasn't willing to learn about... He was incredibly polite, well informed, utterly charming. But I would question anyone who said they really knew him. I don't think anyone knew him.'

c Read the article again. In which decade did he...?

1960s 1970s 1980s
1990s 2000s 2010s

1 create a new performing persona
2 do a lot of acting
3 get divorced
4 become much more private after a sudden illness
5 have his first big hit
6 make his last record
7 remarry
8 sing at a charity concert
9 hurt one eye



d **Video** Watch *The year our heroes died.* Complete the names and occupations of four more people who died in 2016.

1 Alan __________, __________
2 Zaha __________, __________
3 Muhammad __________, __________
4 Carrie __________, __________

e Watch again. Then in groups, try to remember as many facts as you can about each person.

f Make a presentation to the other groups about one of the people. Were there any facts that your group left out?

g Do you particularly admire any of these people? Think of a famous person who you admire. What is it about them that makes you admire them?

2 GRAMMAR relative clauses

a Read five more facts about the people in **1**. Complete the relative clauses with *who*, *whose*, *which*, or *where*. Do you know who the facts are about?

1 After leaving school, he went to Chelsea College of Art, __________ he studied graphic design.
2 He was stalked for a long time by a man __________ was dressed as a giant pink rabbit, and kept appearing at his concerts!
3 His father, __________ name was also Cassius Clay, was a sign and billboard painter.
4 Singer James Blunt, __________ lived with her while recording his first album, called her 'his American mother'.
5 The Al Janoub football stadium in Qatar, __________ was still under construction when she died, was where the 2022 World Cup final was held.

b **G** **Grammar Bank** 10A *p.236*

c In pairs, look at the photos in **1** again.

A Say a sentence about one of the people beginning *He / She is the actor / writer*, etc. *who / that / whose...*

B Identify the person and add more information about him / her if you can.

Then change roles.

3 SPEAKING

a Look at the questions. How many can you answer?

What do you call...?

1 a person who appears in crowd scenes in films
2 the place with black and white stripes where you cross the road
3 the part of the body you use to taste
4 the thing which covers the top of a house
5 a man who a woman is going to marry

b **C** **Communication** Relative clauses quiz **A** *p.190* **B** *p.195* Write and ask quiz questions.

4 WRITING a biography

W **Writing Bank 10** *p.208* Write a biography of an interesting or successful person.

CS CamScanner

5 LISTENING

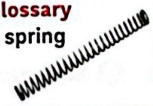
a 🔊 **10.3** Look at four famous examples of British design which featured on stamps. Do you have, or have you seen, any of these things? In which decade do you think they were created? Listen and check.

b 🔊 **10.4** Now listen to an audio guide for an exhibition about British design. Make notes about the following things.

1 **The red phone box**
   - the Post Office
   - Liverpool Cathedral and Tate Modern
   - red, silver, and blue
   - the Royal Academy of Arts in Piccadilly
   - libraries and art galleries

2 **The Anglepoise™ lamp**
   - suspension systems for cars
   - Carwardine's company going bankrupt
   - the human arm
   - the Anglepoise model 1227
   - hospital theatres and military aeroplanes

Glossary
a spring



3 **The Penguin book covers**
   - Allen Lane and a railway platform in 1935
   - his secretary
   - Edward Young and London Zoo
   - Agatha Christie and Ernest Hemingway
   - orange, blue, and green covers

4 **The miniskirt**
   - the Beatles and the first man on the moon
   - 'Bazaar' in the King's Road
   - Mary Quant's school uniform
   - tap dancers and the Mini
   - Coco Chanel

c Compare your answers with a partner. Then listen again and add more information.

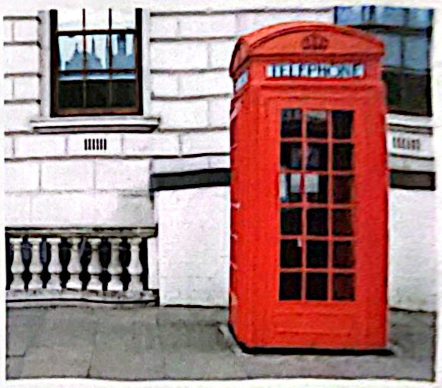
d Cover the notes and look at the design icons. What facts can you remember about them?

e Which of the four do you think has the most attractive design? What would you consider to be examples of iconic design in your country?

Mediation You work for an international marketing company. Your team has to choose a classic design to advertise a conference on British culture. Choose one of the examples and use your notes to leave a message for a team member, saying why you think this design is the best choice. Try to use your own words.

Ⓜ **Mediation Bank 10** *p.263* Spoken mediation: Linking ideas

British Design Classics



The red phone box, designed by Giles Gilbert Scott

The Anglepoise lamp, designed by George Carwardine

The Penguin book covers, designed by Edward Young

The miniskirt, designed by Mary Quant

6 SPEAKING

a Write the names of people, things, or places in as many of the rectangles as you can.

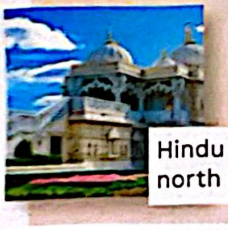
a famous dead person (who) you admire

Maria Callas

a famous living person (that) you admire

Yotam Ottolenghi, chef

an iconic landmark (that) you really like



Hindu temple, north London

a company whose design you love

Marimekko

an everyday object (that) you own that you think has a beautiful design

a blue and white mug

an object (which) you would like to own whose design you love

Eames lounge chair

a book cover or a film poster (that) you think has a great design

KLARA AND THE SUN
KAZUO ISHIGURO

Klara and the Sun

b In groups, talk about your people, things, and places. Explain why you admire them.

7 VOCABULARY & PRONUNCIATION

compound nouns; word stress

a Match a noun from column **A** to a noun from column **B** to make compound nouns.

A	B
paper	manufacturer
book	street
fashion	box
car	cover
desk	designer
tourist	back
phone	attraction
shopping	lamp

b 🔊 **10.5** Listen and check. Which one is written as one word? Is the first or second noun usually stressed? Practise saying the compound nouns in **a** with the correct stress.

c In pairs, try to answer all the questions in **three minutes** with compound nouns from Files 1–10.

Compound nouns race

1 What do you call part of a road that only bicycles can use?

2 What do you call the busy time of day when many people are going to work or going home?

3 What do you call a building where people play, e.g. basketball or volleyball?

4 What do you need to book if you want to play tennis with someone?

5 What do you call a long line of cars that can't move?

6 What should you put on when you get into a car?

7 What do you call the person who is in charge of a school?

8 What do you call the music in a film?

9 What kind of books or films are about the future, often outer space?

10 What gadget can you ask to switch on the radio for you?

11 If you are in a lift and you press G, where do you want to go?

12 What do you call a school which is paid for by the government?

10B And the murderer is...

ime

P intonation in question tags

You were a detective with Scotland Yard, weren't you? Yes, I was.

1 VOCABULARY & READING crime

a Have you heard of Jack the Ripper? Do you know anything about him?

b Match the words in the list to definitions 1–9.

detectives /dɪ'tektɪvz/ evidence /'evɪdəns/
murder /'mɜːdə/ murderer /'mɜːdərə/
prove /pruːv/ solve /sɒlv/ suspects /'sʌspekts/
victims /'vɪktɪmz/ witnesses /'wɪtnəsɪz/

1 __________ *n* police officers who investigate crimes
2 __________ *n* people who see something which has happened and then tell others (e.g. the police) about it
3 __________ *n* people who are hurt or killed by somebody in a crime
4 __________ *n* a person who kills another person deliberately
5 __________ *n* the crime of killing a person illegally and deliberately
6 __________ *n* the facts, signs, etc. which tell you who committed a crime
7 __________ *n* people who are thought to be guilty of a crime
8 __________ (a mystery) *v* to find the correct answer to why something happened
9 __________ (sth) *v* to use facts and evidence to show something is true

c 🔊 **10.6** Listen and check. Practise saying the words.

d Read the article about an unsolved crime and complete the gaps with words from **b**.

e Read the article again and find the answer to these questions.

1 Where and when did the murders take place?
2 How many murders were there?
3 How long did the murders go on for?
4 What kind of people have been suspects?

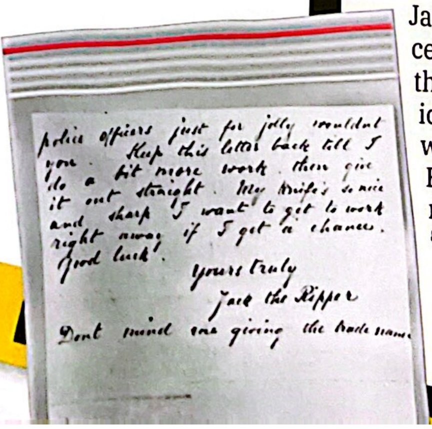
THE GREATEST UNSOLVED CRIME

One of the greatest unsolved [1]murder mysteries of all time is that of Jack the Ripper.

In the autumn of 1888, a brutal [2]_____ walked the dark, foggy streets of Whitechapel, in east London, terrorizing the inhabitants of the city. The [3]_____ were all women and the police seemed powerless to stop the murders. There were no [4]_____ to the crimes, so the police had no idea what the murderer looked like. Panic and fear among Londoners was increased by a letter sent to Scotland Yard by the murderer. In the letter, he made fun of the police's attempts to catch him and promised to kill again. It finished, 'Yours truly, Jack the Ripper'. This was the first of many letters sent to the police. The murders continued – five in total. But in November, they suddenly stopped, three months after they had first begun.

Jack the Ripper was never caught, and for more than a century, historians, writers, and [5]_____ have examined the [6]_____, and tried to discover and [7]_____ his identity. Hundreds of articles and books have been written and many films made about the murders. But the question, 'Who was Jack the Ripper?' has remained unanswered. There have been plenty of [8]_____, including a doctor, a businessman, a painter, a sailor, a singer, and even a member of the royal family, and all sorts of people over the years have tried to [9]_____ this real-life murder mystery.

CE EVIDENCE



police officers just for jolly wouldnt
you. Keep this letter back till I
do a bit more work. then give
it out straight. My knife's so nice
and sharp I want to get to work
right away if I get a chance.
Good luck.
Yours truly
Jack the Ripper
Dont mind me giving the trade name

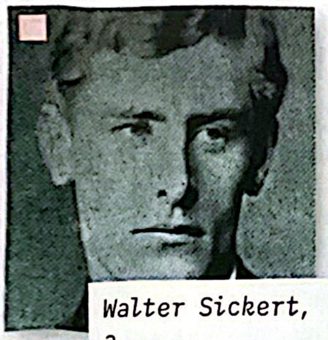
2 LISTENING

a 🔊 **10.7** Listen to Part 1 of an interview with a retired police inspector, who is an expert on Jack the Ripper. Who is Jan Bondeson's suspect? Write 1 in the box and complete his occupation.

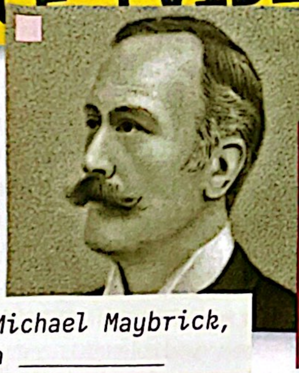
1 Jan Bondeson

2 Bruce Robinson

3 Patricia Cornwell


☐ *Walter Sickert,*
a ____________

☐ *Hendrik de Jong,*
a ____________


☐ *Michael Maybrick,*
a ____________

Glossary
the Freemasons a secret society whose members help each other and communicate using secret signs
Isle of Wight an island off the south coast of England
DNA the chemical in the cells of animals and plants that carries genetic information

b Listen again and make notes about Jan Bondeson's theory in the chart.

	1 Jan	2 Bruce	3 Patricia
what evidence there is			
what Inspector Morton thinks			

c 🔊 **10.8, 10.9** Repeat for Part 2 (Bruce Robinson's theory) and Part 3 (Patricia Cornwell's theory).

d Which of the three suspects do you think is the most / least credible? Do you know of any famous unsolved crimes in your country?

3 GRAMMAR question tags

a Look at four questions from the interview and complete the gaps.

1 'You were a detective with Scotland Yard, ________ ________?'
2 'It's incredible, ________ ________?'
3 'But he was never arrested, ________ ________?'
4 'But you don't think she's right, ________ ________?'

b 🔊 **10.10** Listen and check. Now make the direct questions for 1–4. What's the difference between the two types of question?

c Ⓖ **Grammar Bank** 10B *p.237*

4 PRONUNCIATION & SPEAKING intonation in question tags

a 🔊 **10.12** Listen and complete the conversation between a policeman and a suspect.

P Your surname's Jones, [1]__________?
S Yes, it is.
P And you're 27, [2]__________?
S Yes, that's right.
P You weren't at home last night at 8.00, [3]__________?
S No, I wasn't. I was at the theatre.
P But you don't have any witnesses, [4]__________?
S Yes, I do. My wife was with me.
P Your wife wasn't with you, [5]__________?
S How do you know?
P Because she was with me. At the police station. We arrested her yesterday.

b 🔊 **10.13** Listen and repeat the statements and question tags. Copy the rhythm and intonation.

c Ⓒ **Communication** Just checking **A** *p.190* **B** *p.195* Role-play a police interview.

d Which TV detective series or murder mystery films are popular in your country at the moment? Do you enjoy watching these kinds of programmes?

5 READING & LISTENING

a Do you enjoy reading detective stories? If so, do you have a favourite author?

b 🔊 **10.14** Read and listen to Part 1 of a detective story set in 1890s London. Match the names in the list to characters and places 1–6.

Coburg Square Dr Watson Fleet Street
Jabez Wilson Sherlock Holmes Vincent

1 ___________, the narrator
2 ___________, a detective
3 ___________, a shopkeeper
4 ___________, the shopkeeper's new assistant
5 ___________, the location of the shop
6 ___________, the location of the office of the Red-headed League

c Read again and answer the questions with a partner.

1. What kind of person can work for the Red-headed League, according to the advert?
2. What is unusual about the work?

Why do you think...?

- Mr Wilson had to 'be in the office the whole time'
- the office closed after eight weeks

d 🔊 **10.15** Now listen to Part 2. Number the events 1–6 in the order they happened.

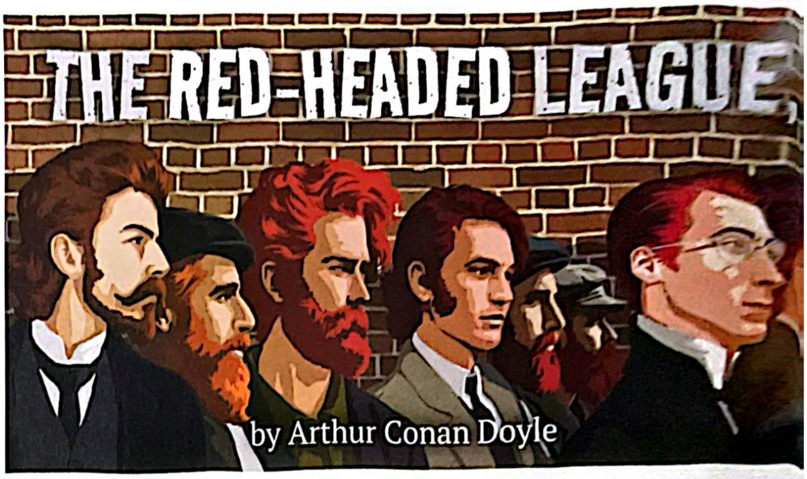
☐ Holmes examined Jabez Wilson's house.
☐ Holmes spoke to Vincent.
☐ Holmes closed his eyes and thought about the problem.
☐ Holmes and Watson explored what was in the street behind the square.
☐ Holmes and Watson travelled to Coburg Square.
☐ Holmes looked at the other houses in the square.

Why do you think Holmes...?

- hit the pavement with his stick
- looked at the knees of Vincent's trousers
- looked at the expensive buildings in the street behind the square

What do you think...?

- Holmes is going to do at 10 o'clock tonight
- the serious crime might be



THE RED-HEADED LEAGUE

by Arthur Conan Doyle

PART 1

When I arrived at Baker Street one morning, Mr Sherlock Holmes was in conversation with a gentleman with fiery red hair.

'Ah, Watson!' he said, 'This is Mr Jabez Wilson, with a very strange story. Please start again, sir.'

'Well Mr Holmes, I live above a small shop near the City, in Coburg Square. It is not doing very well just now. About a month before this story begins, I employed a new assistant, but I can only afford him because he comes for half pay. It's strange, because Vincent is very clever. He could earn more money somewhere, but he says he wants to learn the job. His one fault perhaps is that he spends too much time in the cellar, developing his photographs.

Eight weeks ago, Vincent came into the shop with a newspaper in his hand. "Mr Wilson, I wish that I had red hair," he said. "There's a job for The Red-Headed League. The salary is a couple of hundred pounds a year." And he showed me an advertisement. It said:

THE RED-HEADED LEAGUE: Vacancy. All red-headed men above the age of 21 may apply. Salary £4 a week* for light work. Apply in person on Monday at 11 o'clock at our office in Fleet Street.

"The League was founded by an American millionaire," said Vincent. "He was red-headed, and when he died, he left his fortune to men like him. With your red hair, you would surely get the job, Mr Wilson."

I very much needed the money, so on Monday we shut the shop and went to the address. It was a fantastic sight. Fleet Street was crowded with red-headed men, though not many had such a vivid colour as my own. Vincent pushed me through the crowd and we soon found ourselves in the manager's office. He was a small man with hair even redder than mine. He admired my hair greatly, although he pulled it hard to check it was real!

"Congratulations, the job is yours," said the manager. "The hours are 10.00 to 2.00 and the pay is £4 a week. The work is to copy out the Encyclopaedia Britannica. You must be in the office the whole time. If you leave, you will lose the job. When can you start?"

Vincent quickly offered to look after the shop in the mornings, and I went home, very pleased with my good fortune.

The next day, I started work. The manager paid me £4 every week. He checked on me regularly at the beginning, but I never left the office and after a time, he stopped coming. Eight weeks passed, then suddenly, it all came to an end. This morning I went to work as usual, but the office was locked and there was a notice on the door. It said: "The Red-Headed League is dissolved."

I didn't know what to do. Nobody in Fleet Street had heard of The Red-Headed League. Then I thought of you, so I came here.'

'Mr Wilson,' said Holmes, 'I will take your case and give you an answer in a couple of days.'

Glossary

cellar	an underground room often used for storing things
the City	London's financial and business centre

---

* a high salary in the 1890s

PART 3

I went to Baker Street at 10.00 that evening. As I entered, I heard the sound of voices. Holmes was with a police officer I knew from Scotland Yard, and another man with a thin face, who Holmes introduced as Mr Merryweather, Director of the City Bank.

We all drove into the City. Holmes didn't say much during the long drive. We reached the same main street we had been in that morning and followed Mr Merryweather down a small path between two buildings. We went through a side door, along a small corridor to a big iron door, then down some steps and through another iron door into a dark passage. Mr Merryweather lit a lantern and eventually we found ourselves in a cellar full of huge boxes.

'We must be quiet,' Holmes said. 'We have at least an hour to wait, for they won't act until Mr Wilson is in bed. We are, Watson, in the cellar of the City Bank. Some robbers are very interested in this cellar at present.'

'It is our French gold,' whispered Mr Merryweather, pointing at the huge boxes. 'It's an unusually large amount to keep in one building. We borrowed it some months ago from the Bank of France.'

'We can't risk the robbers seeing our light, Mr Merryweather,' observed Holmes. 'We must cover that lantern and sit in the dark. I will stand behind this box and you three behind those. When I flash a light, go for them. If they fire, Watson, shoot. They only have one way out, and that is back through the house behind the bank, in Coburg Square.'

'Wilson's shop!' I exclaimed.

'And I have an inspector and two more men there,' said the police officer.

'So now we must be silent and wait,' whispered Holmes. He covered the lantern and left us in absolute darkness.

e 10.16 Read and listen to Part 3. Answer the questions.

1 Who is Mr Merryweather?
2 Where are they waiting?
3 Who are they waiting for?

How do you think the story is going to end?

f 10.17 Listen to Part 4 and check. Were you right?

g With a partner, can you remember how Holmes explained these things?

1 The Red-Headed League was set up to make Mr Wilson...
2 Vincent agreed to work for Mr Wilson for half pay because he needed to...
3 Holmes hit the pavement in front of the shop with his stick to check...
4 Holmes looked at the knees of Vincent's trousers because he wanted to see if...
5 He looked at the expensive buildings in the street behind the square to discover...
6 The office of The Red-Headed League closed after eight weeks because...
7 Holmes enjoys solving cases because...

6 LISTENING

a **Video** Watch *Queens of crime*. Who do you think had a more interesting life? Who do you think had a happier life?

b Complete the chart with notes on what you remember about the two writers' lives and books.

	Ruth Rendell	Agatha Christie
her life • born • parents • marriages • other things		
her books • first novel • detectives • pseudonyms • approach to crime writing		

c Compare your notes with a partner. Then watch again. Are there any facts that you both missed?

Mediation A classmate missed the English lesson and the video *Queens of crime*. Write them a short summary of the video, using your notes. Write about 180 words.

9&10 Revise and Check

GRAMMAR

Circle a, b, or c.

1 If you ___ on time, we wouldn't have missed the start of the film.
  a arrived
  b 'd arrived
  c would have arrived

2 What ___ if that man hadn't helped you?
  a you would do
  b you would have done
  c would you have done

3 If she ___ me that she was arriving this morning, I would have gone to the airport to pick her up.
  a told b would tell c had told

4 I would have finished the exam if I ___ about another ten minutes.
  a would have had
  b had had
  c would have

5 I'm afraid there's ___ time left.
  a no b none c any

6 There are ___ good programmes on tonight. I don't know what to watch.
  a a lot of b a lot c plenty

7 Is there ___ in the car for me, too?
  a room enough
  b enough room
  c too much room

8 Most people have ___ close friends.
  a very little
  b very few
  c not much

9 Is he the man ___ you met at the party?
  a – b whose c which

10 Is that the woman ___ husband is a famous writer?
  a who b that c whose

11 *The Starry Night*, ___ was painted in 1889, is by Vincent van Gogh.
  a which b what c that

12 I'm very fond of Suzana, ___ I used to share a flat with at university.
  a who b – c that

13 They're very rich, ___?
  a are they b aren't they c isn't it

14 Your brother's been to New Zealand, ___?
  a wasn't he b isn't he c hasn't he

15 You won't be late, ___?
  a will you b won't you c are you

VOCABULARY

a Complete the sentences with a word formed from the **bold word**.

1 I left home late, but ___________ I got to work on time. **luck**
2 He's ___________ with his work. It's always full of mistakes. **care**
3 This sofa is really ___________. It's much too hard. **comfort**
4 I love this jacket, but ___________ it's too expensive. **fortunate**
5 Don't be so ___________! The bus will be here soon. **patience**

b Complete with a verb.

1 It was too hot in the room, so I ________ the heating down.
2 I need to ________ my alarm for 5.30, as I have an early flight.
3 It's a good idea to ________ your computer during a storm.
4 Could you ________ up the volume? I can't hear very well.
5 If you're not watching the TV, please ________ it off.

c Complete the words from the definitions.

1 you use this to change the TV channel r________ c__________
2 you use this on a computer to write k________
3 you use this to convert a European plug to a British one a________
4 it's the place on the wall where you plug things in s__________
5 you use this to move the cursor on a computer m__________

d Complete the compound nouns.

1 b_______ cover
2 fashion d_______
3 desk l_______
4 t________ attraction
5 phone b_________

e Complete the words.

1 The d________ was convinced that the man's alibi was false.
2 I'm sure he's guilty, but I can't pr________ it.
3 Jack the Ripper's v________ were all women.
4 They are sure they will be able to s________ the mystery.
5 Walter Sickert is a s________ in the Jack the Ripper case.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

up

horse

clock

tourist

Consonant sounds

flower

witch

yacht

vase

b Ⓟ **Sound Bank** *p.252–3* Say more words for each sound.

c Which sound in **a** do the pink letters have in these words?

1 caught
2 cough
3 enough
4 solve
5 tough

d Underline the stressed syllable.

1 comfor|ta|ble
2 a|dap|tor
3 ca|ble
4 wit|ness
5 e|vi|dence

Can you understand this text?

a Read the article once. Complete headings 1–4.

b **Exam** Read the article again. Write **T** (true), **F** (false), or **DS** (doesn't say) for each sentence.

1 The London Dungeon is both funny and frightening.
2 The Dungeon isn't very popular.
3 You're not allowed to talk to the actors.
4 You can spend as long as you like at the Dungeon.
5 The characters and stories are all historically accurate.
6 The Dungeon is suitable for very young children.
7 Tickets for children under 16 cost half the adult price.
8 Booking online is cheaper than paying on the day.

Can you understand these people?

1

Sean

2

Adrian

3

Nick

4

Emma

5

Coleen

Video **Exam** Watch and choose the correct option a, b, or c.

1 Sean helped a little girl who had ___.
  a left her toy panda on a train
  b dropped her toy panda in the station
  c lost her toy panda in the car park
2 Because of Google maps, Adrian no longer ___.
  a uses his car's satnav
  b plans his route in advance
  c buys maps
3 Nick's favourite detective is ___.
  a a female detective in *The Killing*
  b a male detective in *The Bridge*
  c a female detective in *The Bridge*
4 Emma is going to buy a dress by Maggie Sottero ___.
  a because she's getting married
  b although they're very expensive
  c because she saw some in a magazine
5 Coleen considers she has been lucky ___.
  a because she has never had a car accident
  b on many occasions
  c because she recently survived a car accident

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ complete these three sentences:
If you'd told me about the party earlier,...
I would have bought those shoes if...
I wouldn't have been so angry if...
2 ☐ describe something that you do too much and something that you don't do enough
3 ☐ describe a person that you admire, saying who they are, what you know about them, and why you admire them
4 ☐ check five things you think you know about somebody using question tags

the London Dungeon

1________ IS THE LONDON DUNGEON?

The London Dungeon brings together amazing actors, special effects, stage performances, scenes, and rides in a truly unique and exciting experience that you see, hear, touch, smell, and feel. It's dark, atmospheric, hilarious, and sometimes a bit scary.

2________ DOES IT WORK?

We've been entertaining audiences at The London Dungeon for over 40 years and it's one of the capital's 'must-see' attractions. We take you on a 90-minute journey through 1,000 years of London's unpleasant past. You and your companions walk through the Dungeon, moving from show to show, guided by our professional actors.

The shows are based on real London history and legends, without the boring bits! You'll get up close and personal with scary characters including Jack the Ripper and the infamous barber of Fleet Street, Sweeney Todd.

It's a theatrical experience. That means authentic sets and theatrical storytelling. On your journey, you'll pass through foggy East London streets and houses, and the horrific torture chamber. Believe us, it's better than a sightseeing trip or boring museum tour of London.

3________'S IT FOR?

The London Dungeon is scary fun for everyone except very young guests and very sensitive adults! Our recommended age is 12 years old and above, and guests who are under 16 years of age must be accompanied by an adult over 18 years of age.

4________ AHEAD!

The London Dungeon is particularly brilliant for people who can plan ahead and book online! Not only will you save money, you won't have to wait on the day. We get busy, so make things easy on yourself and book in advance.

Adapted from The London Dungeon website

10A Idols and icons

G relative clauses: defining and non-defining
V compound nouns
P word stress

1 GRAMMAR relative clauses

a **Complete the sentences with a relative pronoun. Where two answers are possible, write both pronouns.**

1 What's the name of the city where________ you can see the Ponte Vecchio?
2 Apple is the company which / that makes the iPhone.
3 Who's the actor ___________ dress broke during the Oscars?
4 The thing ___________ my son wants most for his birthday is a bike.
5 Helen Sharman was the first British woman ___________ went into space.
6 That's the restaurant ___________ we celebrated my dad's 80th birthday.
7 Alexander Graham Bell is the person ___________ invented the telephone.
8 What's the name of your friend ___________ parents have a huge house in the country?
9 Mountain View, California, is the city ___________ Google is based.
10 Amazon is the company ___________ has the largest number of online sales in the world.

b **In which sentence in a can you leave out the relative pronoun?**

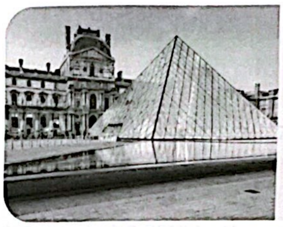
c **~~Cross out~~ the extra word in each of the sentences.**

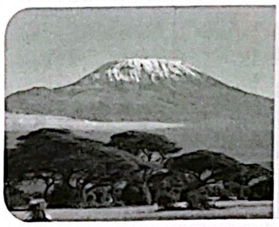
1 Those are the students who ~~they~~ won the competition.
2 Isn't that the actor who he played the role of Sherlock Holmes?
3 Why don't we stay in the hotel where we stayed there last year?
4 I always use the supermarket which it is closest to where I live.
5 She's the woman whose her daughter went to the same school as me.
6 What's the name of the shop where you bought your jacket there?
7 That's the computer that it isn't working.
8 This is the series I was telling you about it.
9 These are the boots I bought them last Saturday.
10 That's the woman whose car we bought it.

d **Complete the sentences with a relative pronoun and a phrase from the list. You will need to leave out one of the words in each of the phrases.**

~~he played Jon Snow in *Game of Thrones*~~
her first name means 'love' in Albanian
it is in Tanzania
it was opened in 2011
she helped to free hundreds of slaves
the *Mona Lisa* can be seen there

1 Kit Harington, who played Jon Snow in Game of Thrones, was born in London.


2 The Louvre, ___________ ___________, is in the centre of Paris


3 Kilimanjaro, ___________ ___________, is Africa's highest mountain.

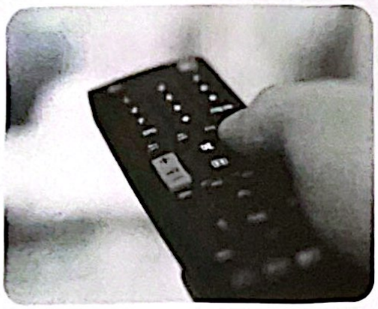
4 Jiaozhou Bay Bridge in China, ___________ ___________, is the longest bridge in the world.

5 Dua Lipa, ___________ ___________, is an extremely successful singer.

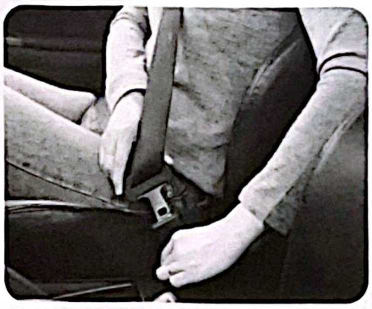
6 Harriet Tubman, ___________ ___________, has been chosen to appear on the $20 note.

2 **VOCABULARY** compound nouns

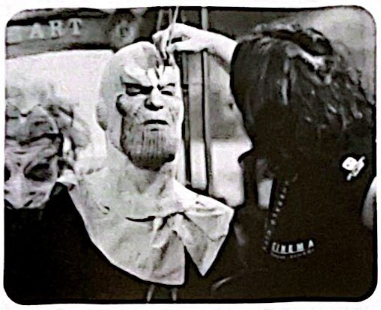
a Complete the compound nouns.



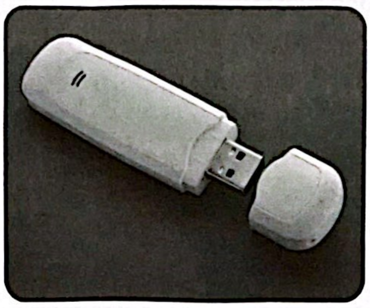
1 remote ________ control ________



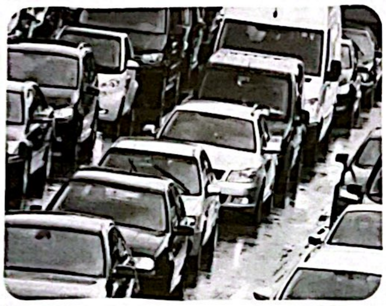
2 s________ b________



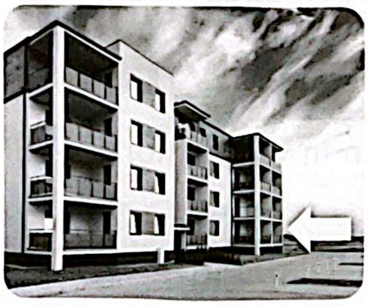
3 sp________ e________



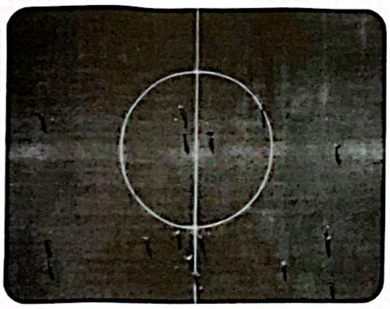
4 m________ st________



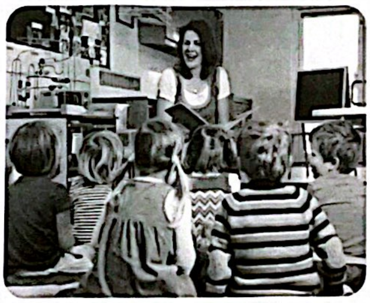
5 tr________ j________



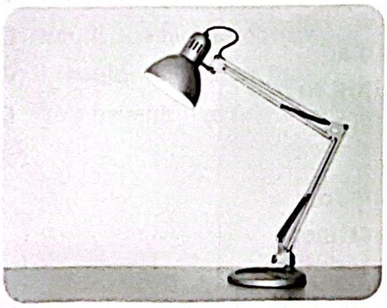
6 gr________ fl________



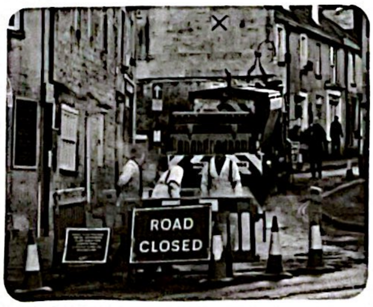
7 f________ p________



8 n________ sch________



9 d________ l________



10 r________

b Match a word from **A** to a word from **B** to make compound nouns. Then complete the sentences.

A boarding cycle flat rush science sound speed ~~sports~~ top training

B camera course fiction floor ~~hall~~ hour lane mate school track

1 My basketball team practises three times a week in my local sports hall________.
2 They live on the ________, so they've got a great view over the city.
3 I love the ________ of the latest Star Wars film – I listen to it all the time.
4 My brother has done a ________ to learn about health and safety.
5 Do you get on well with your ________, or do you argue about doing the housework?
6 Pupils at a ________ only see their families during the holidays.
7 Cyclists should use the ________ to keep away from traffic.
8 Commuters usually travel to work during the ________.
9 All the drivers are slowing down because there's a ________ up ahead.
10 I quite like fantasy films, but my favourite genre is ________.

3 **PRONUNCIATION** word stress

a Complete 1–8 with the words in the list to make compound nouns.

board court fine lights page
~~products~~ school tone

1 clean|ing products
2 key________
3 pro|file ________
4 par|king ________
5 ring________
6 se|con|dary ________
7 te|nnis ________
8 tra|ffic ________

b 10.1 Listen and check. Then listen again and repeat the words. Underline the stressed syllables.

10B And the murderer is...

G question tags
V crime
P intonation in question ta

1 VOCABULARY crime

a Complete the sentences.

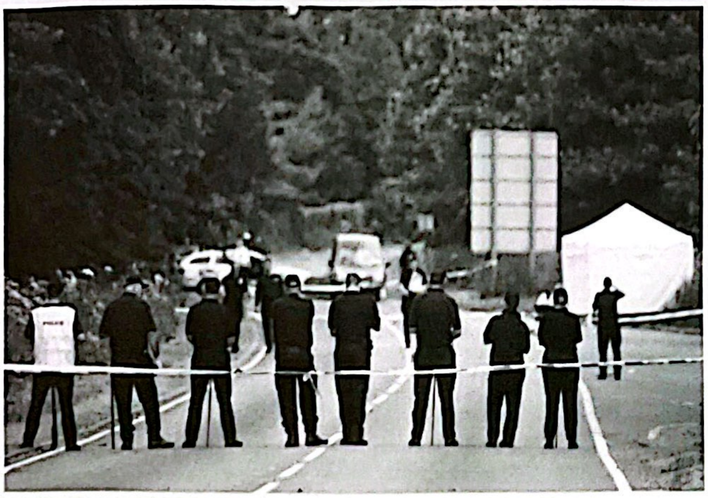
1 A murder________ was committed last night.
2 D__________ are investigating the crime.
3 They are hoping to s__________ it as soon as possible.
4 The v__________ was the wife of a millionaire.
5 The main s__________ are the woman's husband, their son, and their driver.
6 W__________ say they heard gunshots at around 10 p.m.
7 The police are convinced that the son is the m__________.
8 They're currently looking for more e__________.
9 They need to be able to pr__________ that they've caught the right person.

b Complete the text with the words from **a**.

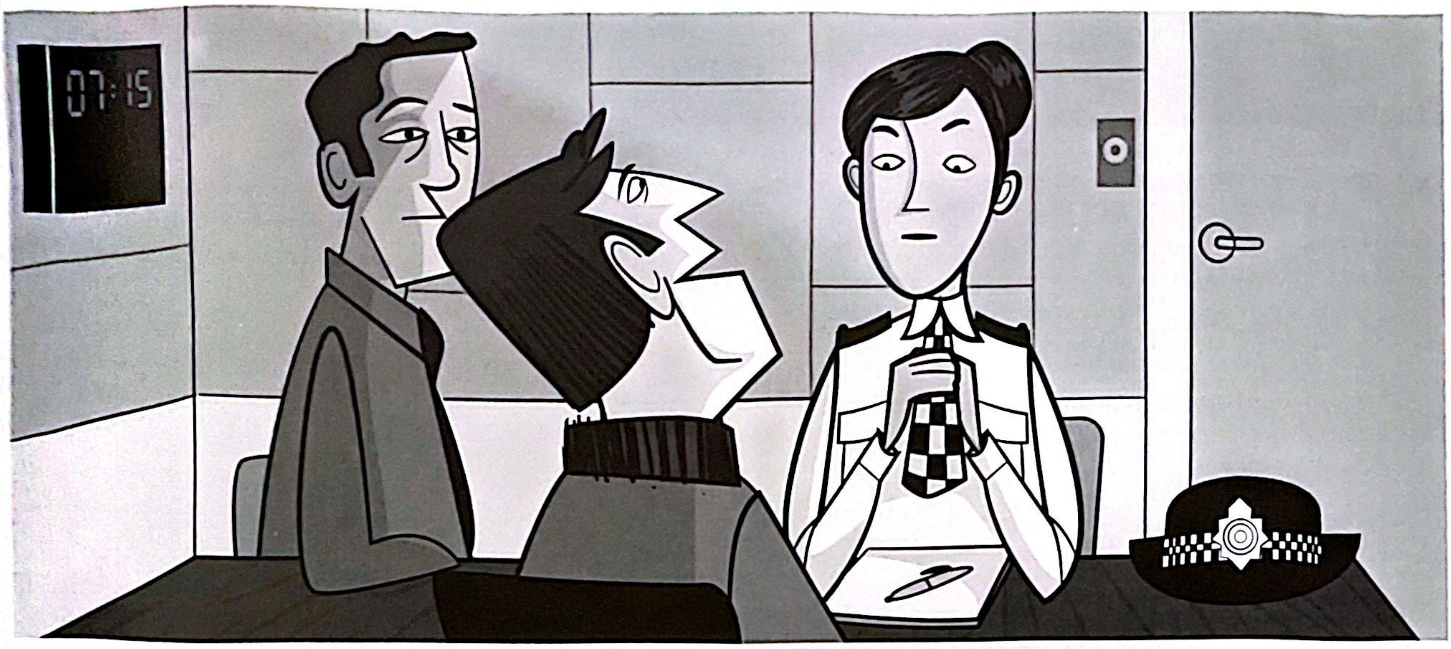
NEWS **ENTERTAINMENT** **TECH** **LIFESTYLE** **SPORT**

Murder investigation after body found next to country road

Police appeal after murder of man in village north of Birmingham



[1] Detectives____ are investigating a [2]__________ in a village north of Birmingham. The [3]__________ was a 26-year-old man, whose body was found last night next to a country road. No [4]__________ was found at the scene, and police are appealing to [5]__________ who saw the man yesterday to help them with their enquiries. They believe that the [6]__________ was someone known to the man. The main [7]__________ are the man's flatmate, his girlfriend, and a neighbour. These people are currently being interviewed by police in an attempt to [8]__________ the crime. A police spokesperson said that they had a theory, but as yet they had been unable to [9]__________ who had committed the crime.



2 GRAMMAR question tags

a Circle the correct words.

1 You live in Manchester, [✓ *don't you*] / *aren't you*?
2 But you weren't born in Manchester, *weren't you* / *were you*?
3 You moved to Manchester when you were ten, *weren't you* / *didn't you*?
4 That means you've been living here for 20 years, *haven't you* / *have you*?
5 But you're emigrating to Canada next month, *won't you* / *aren't you*?
6 Your brother lives there, *doesn't he* / *does he*?
7 You've been in prison before, *aren't you* / *haven't you*?
8 I expect you'd like to call your lawyer now, *would you* / *wouldn't you*?

b Complete the question tags.

1 Adam's living with his parents, isn't he ______?
2 You don't like dogs, ______?
3 It isn't difficult, ______?
4 Anthony works in London, ______?
5 They left yesterday, ______?
6 Kathy hasn't come home yet, ______?
7 I'm late, ______?
8 You'll see him tomorrow, ______?
9 I wouldn't like that film, ______?
10 You haven't had lunch yet, ______?

c Rewrite the sentences using question tags.

1 I think your sister's in my class.
Your sister's in my class, isn't she?
2 I'm sure you're younger than me.
______?
3 I have a feeling you don't like cheese.
______?
4 I heard your brother lives abroad.
______?
5 Is it right that you studied physics?
______?
6 I'm sure we've been here before.
______?
7 I'm sure you wouldn't do that.
______?
8 I'm hoping the flight won't be cancelled.
______?

3 PRONUNCIATION intonation in question tags

10.2 Listen and repeat the sentences. Copy the rhythm.

1 You **called** me **last night, didn't you**?
2 He's **older** than **you, isn't he**?
3 They **aren't coming tonight, are they**?
4 We've **missed** the last **bus, haven't we**?
5 She'll be **late, won't she**?
6 I **can't dance** very **well, can I**?
7 We **had** a **great holiday** in **Rio, didn't we**?
8 You've **never been** to the **opera before, have you**?
9 **That film** was **really boring, wasn't it**?

9

Exam skills

Speaking: Discussing a topic

Exam tips: Exchanging opinions

- Read the statements in the task. Then think about what you want to say and write down a few ideas.
- To exchange opinions in a discussion, we need to:
  1. express our own opinions about the topic.
  2. agree with our partner's opinions about some parts of the topic.
  3. politely disagree with our partner's opinions about other parts of the topic, and say why we disagree.

a 10.3 Read the task. Then listen to two people exchanging opinions about two of the statements. Which of the statements do they discuss? Do they agree or disagree about the statements?

Exchange opinions with your partner on one or more of the following statements:

A There is no benefit to playing computer games.
B Young children shouldn't have smartphones.
C All petrol cars should be replaced with electric cars.
D E-books are much more convenient than paper books.
E Space exploration is a waste of money.

b Match the phrases from the discussion to Exam tips 1–3.

A • Yes, definitely. • I completely agree with you. • You're absolutely right.	Exam tip ___
B • In my opinion,... • Personally, I think / I don't think... • In my view,... • I believe / I don't believe...	Exam tip ___
C • I see what you mean, but... • I take your point, but... • I'm not so sure about that. • That's partly true, but... • I think we're going to have to agree to disagree.	Exam tip ___

c Now look at the three statements in **a** that the people did not discuss. Think about each statement and make notes below on your opinion about them.

Statement ___

Statement ___

Statement ___

d Look at your opinions in **c**. Try to think of reasons or examples from your own experience, or the experience of people you know.

e Do the task. Use your notes in **c** and **d** to help you. Talk with your partner for 2–3 minutes. Use the phrases in **b** to exchange opinions.

Exam skills

Writing: An article

Exam tips: Writing an article

- Read the task carefully. Think about what style you should use.
- Think about the information you need to include.
- Make sure you use a range of vocabulary, and that your sentences link together.
- Give an opinion about the topic.
- Check your work for mistakes, and check that you have included all the information in the task.

a Read the task. Who are you writing the article for?

b Look at the task again. Think about the information you need to include. Make notes to answer the questions below.

1 Who is the person?
2 What do you know about their life?
3 What has been their greatest achievement?
4 What are their other achievements?
5 What's your opinion of the person?
6 Why do you admire them?

c Make a list of words related to the area the person works in (music, sport, cinema, art, etc.).

____

____

____

____

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____

d Write your article, using a new paragraph for each of the three points in the task.

e Check your work. Does it contain any mistakes? Does it include all the information in the task?

You have been discussing icons and heroes in your English class. Now your teacher has asked you to write about a person you admire. The articles will be displayed in your language school and posted on the school web page for people to read. The title of the article is:

Why I admire [name of person]

Write your article (120–150 words) considering the following points.

- Say who the person is.
- Talk about their achievements.
- Give an opinion about the person and explain why you admire them.

Communication

PE1 How fantastic! Student A

a Read your sentences 1–9 to **B**. **B** must react with a phrase, e.g. *You're kidding, Oh no!*, etc.

1 My hobby is collecting old English tea cups.
2 I spilled some coffee on my laptop last night and now it doesn't work.
3 I'm going to New York next week.
4 My cat can open the kitchen door.
5 Someone stole my bike yesterday.
6 My grandmother was a Member of Parliament.
7 I won €2,000 in the lottery yesterday!
8 My uncle is 104.
9 My parents met when they were only 15.

b Listen to **B**'s sentences and react with a phrase.

c Tell **B** some real (or invented) news about you for **B** to react. React to **B**'s news.

2A Money Q&A Student A

a Ask **B** your first question. Ask for more information if you can.

What do you spend your money on apart from food, rent, etc.?

I go out a lot at weekends and...

b Then answer **B**'s first question. Continue with questions 2–7. If you don't want to answer, say, *I'm sorry, I'd rather not talk about that.*

1 What do you spend your money on apart from food, rent, etc.?
2 What kind of things do you normally buy online? Why don't you buy them in a shop?
3 Have you bought anything nice this week?
4 What's the most expensive thing you've ever bought? Was it worth it?
5 Is there anything you'd love to buy, but can't afford at the moment?
6 Did you get pocket money when you were a child? If you did, did you use to save it or spend it?
7 Do you know someone who has raised money for charity? Which one?

2B Are you hungry? Student A

a Ask **B** your questions. He / She must respond with the phrase in brackets.

1 Is the water cold? (Yes, it's **freezing**.)
2 Was the film funny? (Yes, it was **hilarious**.)
3 Were you tired after the exam? (Yes, I was **exhausted**.)
4 Was the flat dirty? (Yes, it was **filthy**.)
5 Is your suitcase big? (Yes, it's **huge**.)
6 Were you surprised that she passed her test? (Yes, I was **amazed**.)
7 Are you sure that he's coming? (Yes, I'm **positive**.)

b Respond to **B**'s questions. Say *Yes, it's... / I'm...*, etc. + the strong form of the adjective which **B** used in the question. Remember to stress the strong adjective.

Is the soup hot?

Yes, it's boiling.

c Repeat the exercise. Try to respond as quickly as possible. Use *absolutely* or *really*.

3A I'm a tourist – can you help me? Student A

a Imagine you are an English-speaking tourist in your town / city (or the nearest big town). **B** lives in the town. You are planning to **get around using public transport**. Ask **B** questions 1–5. Get as much information from **B** as you can.

1 What kind of public transport is there?
2 What's the best way for me to get around the city?
3 Can I hire a bike or e-scooter? Are there any cycle lanes?
4 Is it easy to find taxis? How expensive are they?
5 What's the best way to get to the airport from the town centre? How long does it take?

b Then change roles. **B** is an English-speaking tourist in your town / city, and has **hired a car**. Answer **B**'s questions and give as much information as you can.

5A Fair play Student A

a Read your story and underline any verbs in the past continuous or past perfect.

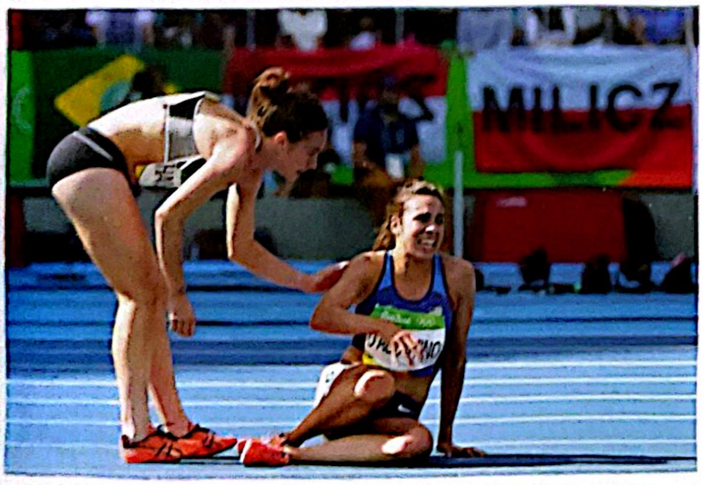
A Kenyan runner called Abel Mutai was competing in a cross-country race in Spain in 2012. He was winning the race easily, but he stopped running about ten metres before the finishing line. He thought he'd won the race. The crowd were shouting at him – they were telling him to carry on, but he didn't understand them because he didn't speak any Spanish. A Spanish runner, Iván Fernández, was second in the race behind Mutai and he slowed down and told Mutai to keep running. Mutai started running again and crossed the line first. 'I did what I had to do,' said Fernández. 'He was the rightful winner.'

b Cover your story and tell it to B using the verb prompts in the list in the correct tenses.

- Abel Mutai compete cross-country race
- win easily stop running think win
- the crowd shout tell him to carry on
- Mutai not understand not speak Spanish
- Iván Fernández be second
- slow down tell Mutai keep running
- Mutai start running cross the line first

A Kenyan runner called Abel Mutai was competing in a cross-country race in Spain. He...

c Now listen to B's story.



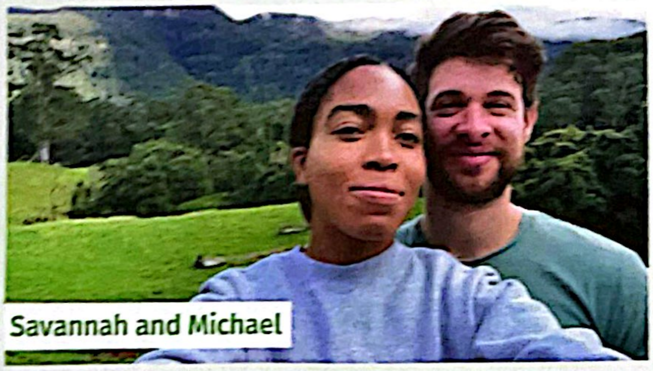
5B How we met Student A

a Read the story and answer the questions.

1 How did they meet?
2 How did their relationship develop?
3 What happened in the end?
4 What makes their relationship work?

b Now tell B about Savannah and Michael.

c Listen to B's story about Nick and Tess.



Savannah and Michael

When Savannah broke up with her ex, she left her job in London and went to live in Barcelona, where she got a job teaching English. She loved the lifestyle, and quickly found a new group of friends. She also used dating apps to meet new people. Soon, she noticed Mike's profile. He was Australian, and was also living in Barcelona. After a lot of messaging, they met in person for brunch. Instead of a short meal, the date lasted eight hours!

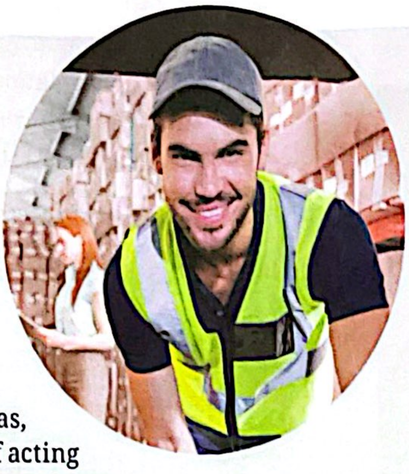
The relationship developed very quickly. Savannah invited Mike to England for Christmas, but after the holiday, when they returned to Barcelona, Mike's visa was running out and he had to go back to Australia. They thought it would be too hard to continue their relationship, so they split up at the end of January. But very soon, the couple realized they didn't want to be apart. Savannah travelled to Australia in the summer and Michael visited London at Christmas. They used to talk on the phone every day, and Mike sent Savannah lots of romantic letters; once, in the month before Valentine's Day, he sent 40 cards with all the different things he loved about her.

Finally, Savannah moved to Sydney and they got engaged in 2020. Unfortunately, then she became seriously ill, but Michael looked after her and when she recovered, they got married in a small ceremony at the local registry office. Savannah says, 'Mike is the most positive person I've ever met.' Mike says, 'Savannah never thinks about herself. We definitely made the right choice to be together.'

Adapted from The Guardian

7A University or not? Student A

a Read about Archie.



Archie Hooper, 23, studied drama in London.

I loved my three years at university. I had some lectures and classes, but most of the time I was free to plan my own time. My friends and I studied plays, wrote essays and shared ideas, and we also did quite a lot of acting in our spare time. It was a great three years, and at the end of it I decided I wanted to be an actor.

After graduating, I moved to Leeds with my girlfriend because she had a job offer with a good starting salary. My plan was to work as a waiter or a shop assistant to pay the rent and bills, and look for a real job at the same time. I've applied for at least 60 acting jobs, but unfortunately, I haven't been successful. I realize now that my university course didn't have enough practical experience, and in fact there are more opportunities back in London than here in Leeds.

Right now, I'm working for a delivery company, which isn't much fun, but I'm confident that I will find something better soon. It's difficult at the moment, but I'm only 23 and there's plenty of time. I'm very happy I studied drama. It helped me decide who I want to be.

b Ask **B** your questions about Emily-Fleur.

When did Emily-Fleur leave school?

When she was...

Questions about Emily-Fleur

1 When did Emily-Fleur leave school?
2 Why didn't she go to university?
3 Where did she get her idea for her business?
4 What was the first wedding she photographed?
5 How did she get more bookings?
6 When did she buy her equipment?
7 Why does she think it was good to start a business young?
8 Why doesn't she envy her friends at university?

c Now answer **B**'s questions about Archie.

7B Guess the sentence Student A

a Look at sentences 1–6 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

1 I'd cook dinner every day if I ________________ earlier from work. ⊞
2 If we ________________ this summer, maybe we can afford to get a new car. ⊟
3 I think you ________________ more if you see it in 3D. ⊞
4 I'd see my grandparents more often if they ________________. ⊞
5 I ________________ the fish if I were you. It isn't usually very good here. ⊟
6 I ________________ if the water was a bit warmer. ⊞

b Read sentence 1 to **B**. If it isn't right, try again until **B** tells you, 'That's right'. Then write it in. Continue with 2–6.

c Now listen to **B** say sentence 7. If it's the same as your sentence 7 below, say, 'That's right'. If not, say 'Try again', until **B** gets it right. Continue with 8–12.

7 I'll **never be able to** buy a house unless my parents help me.
8 If I met my ex in the street, I **wouldn't say hello** to him.
9 If it **wasn't so late**, I'd stay a bit longer.
10 The flight **will be more comfortable** if we go in business class.
11 I wouldn't mind the winter so much if it **didn't get dark** so early.
12 If I had more money, I**'d buy a house** with a beautiful garden.

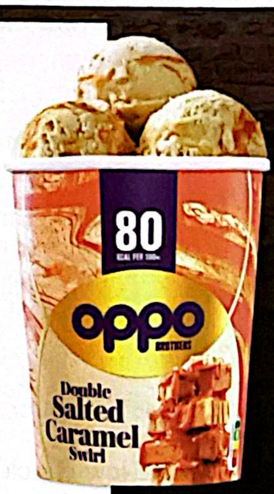
8A **Dragons' Den** Student A

Read about Oppo. Think about the questions below. Then tell your group.

- Did any of the Dragons like the product?
- Did they decide to invest?
- Was the product successful in the end?

Oppo ice cream

The Dragons were not impressed by the brothers, as they said they weren't dressed appropriately – they were wearing suits, which the Dragons thought was too formal if they were promoting ice cream! However, they thought the ice cream actually tasted great. In the end, they decided not to invest, mainly because one of them, Deborah Meaden, had previously invested in an ice cream company which had failed. But now they probably regret their decision. After going on the show, Oppo ice cream tripled its value, and today their ice cream is sold in 6,000 stores across 13 countries. They even have some celebrity investors, such as tennis player Andy Murray and entrepreneur Richard Branson.



8B **I want to speak to the manager**

Student A

Look at the situations and spend a few minutes preparing what you are going to say. Then role-play the conversations.

1 **You're a customer.** You bought something in a clothes shop in the sales yesterday (decide what) and there's a problem (decide what).

Go back to the shop. **B** is the shop assistant. You'd like to change it for another identical one. If you can't, you'd like a refund.

You start.

Excuse me. I bought...

2 **You're the manager of a restaurant.** Your normal chef is off this week and you have a temporary chef who is not very good. One of the waiters has had a problem with a customer, who would like to speak to you. **B** is the customer. When customers complain, you usually offer them a free drink or a coffee. If it's absolutely necessary, you might give a 10% discount on their bill, but you would prefer not to.

B will start.

9A **Guess the conditional**

Student A

a Look at sentences 1–6 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

1 We ____________ the hotel if we hadn't used satnav. ⊟

2 If I ____________ that it was your birthday, I would have bought you something. ⊞

3 If I ____________ about the concert earlier, I would have been able to get a ticket. ⊞

4 The burglar wouldn't have got in if you ____________ the window open. ⊟

5 If our best player hadn't been sent off, we ____________ the match. ⊞

6 I wouldn't have recognized her if you ____________ me who she was. ⊟

b Read sentence 1 to **B**. If it isn't right, try again until **B** tells you, 'That's right'. Then write it in. Continue with 2–6.

c Now listen to **B** say sentence 7. If it's the same as your sentence 7 below, say, 'That's right'. If not, say, 'Try again' until **B** gets it right. Continue with 8–12.

7 If we hadn't taken a taxi, we **would have missed** the train.

8 If I hadn't gone to the party that night, I **wouldn't have met** my partner.

9 If I'd known that programme was on last night, I **would have watched** it.

10 If **I'd listened** to my friends, I would never have married James.

11 I **would have gone out** with you last night if I hadn't had to work late.

12 I **wouldn't have been** so angry if you had told me the truth right from the start.

PE5 Asking politely for information
Student A

a You are a tourist in **B**'s town. You are going to stop **B** in the street. You want to ask questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

1 Do shops open on Sundays?
Could you tell me if shops open on Sundays?
2 Is there a post office near here?
Do you know ________________?
3 What time do banks close here?
Could you tell me ________________?
4 Where's the railway station?
Do you know ________________?
5 Does the number 21 bus go to the city centre?
Can you tell me ________________?

b Ask **B** your indirect questions 1–5. Always begin *Excuse me*.

c Now **B** is a tourist in your town. **B** stops you in the street and asks you some questions. Answer politely with the necessary information.

10A Relative clauses quiz Student A

a Complete the questions with a relative clause to describe the **bold** words. Start the clause with *who*, *which*, *that*, or *where*, or no relative pronoun when there is a new subject.

1 **a pedestrian** What do you call somebody...?
2 **a loan** What do you call some money...?
3 **fans** What do you call people...?
4 **a boarding school** What do you call a place...?
5 **a coach** What do you call the person...?
6 **traffic lights** What do you call the things...?
7 **golf course** What do you call the place...?
8 **selfish** What do you call somebody...?
9 **a router** What do you call the thing...?

b Ask **B** your question 1.

c Now answer **B**'s question 1.

d Continue with 2–9.

10B Just checking Student A

a You are a police inspector. **B** is a suspect in a crime. Ask **B** the questions below, but **don't write anything down**. Try to remember **B**'s answers.

- What's your name?
- Where do you live?
- How old are you?
- Where were you born?
- Are you married?
- What do you do?
- What car do you drive?
- How long have you lived in this town?
- What did you do last night?
- Where were you at 7.00 this morning?

b Now check the information with **B** using a question tag.

Your name's Ivan Horváth, isn't it?

You live in Bratislava, don't you?

c Change roles. Now you are the suspect and **B** is the police inspector. Answer **B**'s questions. You can invent the information if you want to.

d **B** will now check the information he / she has. Say, 'Yes, that's right', or 'No, that's wrong' and correct the wrong information.

PE1 How fantastic! Student B

a Listen to **A**'s sentences and react with a phrase, e.g. *You're kidding, Oh no!* etc.

b Read your sentences 1–9 for **A** to react.

1 I failed my driving test yesterday.
2 My grandfather has just run a marathon at the age of 90.
3 I've been given a grant to study for a year in the USA.
4 My hobby is collecting film posters.
5 I've seen the film *The Lord of the Rings* 50 times.
6 I lost my phone today and I don't know where it is.
7 I'm going to be on a TV reality show next month.
8 My sister knows the guitarist in Coldplay.
9 My dog is 26 years old.

c Tell **A** some real (or invented) news about you for **A** to react. React to **A**'s news.

2A Money Q&A Student B

a Answer **A**'s first question. If you don't want to answer, say, *I'm sorry, I'd rather not talk about that.*

What do you spend your money on apart from food, rent, etc.?

I go out a lot at weekends and...

b Then ask **A** your first question. Ask for more information if you can. Continue with questions 2–7.

1 How much do you spend on food and drink each week?
2 Are you good at finding bargains in the sales?
3 Do you ever pay for things with cash or do you always pay with a card or your phone? Are there any shops near you that only accept contactless payment?
4 Do you spend much money on travelling? What was the last trip you went on? Was it expensive?
5 Do you ever give money to charity?
6 Have you ever lent money to anyone? Why (not)? Have you ever borrowed money from your parents? What for?
7 Is the cost of living going up in your country? What kinds of things are getting more expensive?

2B Are you hungry? Student B

a Respond to **A**'s questions. Say *Yes, it's... / it was...*, etc. + the strong form of the adjective which **A** used in the question. Remember to stress the strong adjective.

Is the water cold?

Yes, it's freezing.

b Ask **A** your questions. He / She must respond with the phrase in brackets.

1 Is the soup hot? (Yes, it's **boiling**.)
2 Are you afraid of snakes? (Yes, I'm **terrified**.)
3 Was the teacher angry? (Yes, he / she was **furious**.)
4 Is the bedroom small? (Yes, it's **tiny**.)
5 Are the children hungry? (Yes, they're **starving**.)
6 Is the book interesting? (Yes, it's **fascinating**.)
7 Was she happy with the present? (Yes, she was **delighted**.)

c Repeat the exercise. Try to respond as quickly as possible. Use *absolutely* or *really*.

3A I'm a tourist – can you help me? Student B

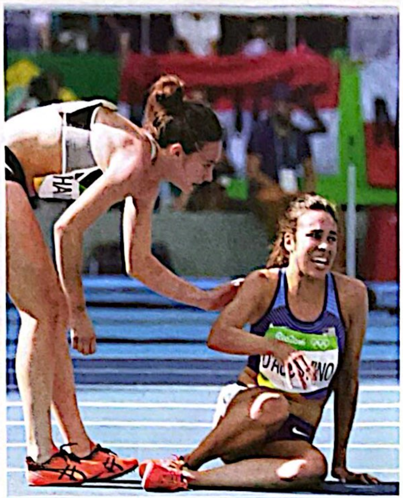
a Think of the town / city where you are, or the nearest big town. **A** is a foreign tourist who is planning to **get around using public transport**. You live in the town. Answer **A**'s questions and give as much information as you can.

b Then change roles. You are an English-speaking tourist in your town / city. **A** lives in the town. You have **hired a car**. Ask **A** questions 1–5. Get as much information from **A** as you can.

1 What time is the rush hour in this town?
2 Where are there often traffic jams?
3 What's the speed limit? Are there speed cameras anywhere?
4 What will happen if I park somewhere illegal?
5 Where's the nearest tourist attraction outside the city? How long does it take to drive there?

5A **Fair play** Student B

a Read your story and underline any verbs in the past continuous or past perfect.



In the Rio Olympics in 2016, athlete Nikki Hamblin from New Zealand was running in a heat for a place in the final of the 5,000 m. During the race, Hamblin tripped and knocked into another competitor, American Abbey D'Agostino, and they both fell to the ground. D'Agostino got up and helped Hamblin to get up too, but then it became clear that D'Agostino had hurt her foot. When Hamblin realized what had happened, she ran next to D'Agostino, and they helped each other to the finish line. Both runners qualified for the final, but D'Agostino couldn't run because of her injury. However, they both received a Fair Play award from the International Olympic Committee.

Glossary
heat one of several races before the final in a competition; the winners go through to the final

b Now listen to **A**'s story.

c Cover your story and tell it to **A** using the verb prompts in the list in the correct tenses.

- Rio Olympics Nikki Hamblin run in heat 5,000 m
- trip knock into D'Agostino both fall
- D'Agostino get up help Hamblin hurt her foot
- Hamblin realize run next to help each other finish line
- qualify for the final D'Agostino not can run both receive award

In the Rio Olympics, a New Zealand athlete called Nikki Hamblin was running in a heat of the 5,000 m. During the race…

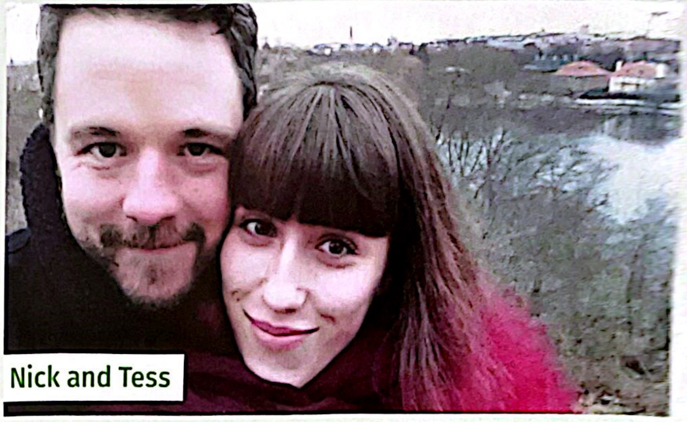
5B **How we met** Student B

a Read the story and answer the questions.

1 How did they meet?
2 How did their relationship develop?
3 What happened in the end?
4 What makes their relationship work?

b Listen to **A**'s story about Savannah and Michael.

c Now tell **A** about Nick and Tess.



Nick and Tess

Nick was living in Bristol when his mother died. It was a really bad time. One day he decided to go to Bordeaux, in France, where there was a Euro 2016 match that he really wanted to see. He couldn't get a ticket, but there were big screens around the city. Tess, a French student, was working at the event. She was giving free footballs to children. Nick saw her and thought she was beautiful. He asked her for a football. She told him to come back at the end of the day, and she kept a football especially for him. He asked her out for dinner.

On their first date, they got on really well, but they didn't kiss at the end of the night. The next day, they met again for coffee before Nick travelled home, but there was still no kiss. Tess was disappointed because she liked him. She knew which flight he was catching, so she decided to go to the airport to say a last goodbye. Nick was checking in when she arrived. When he saw Tess, he was amazed. They had their first kiss at the airport.

Over the next few weeks, Nick made two more trips to France. Then Tess moved to London and she and Nick saw each other regularly. The following year, they decided to live together, and they moved to Liverpool, as it was cheaper than London. Their wedding was delayed because of Covid, but they plan to marry soon, in Bordeaux.

Nick says, 'What I love most about Tess is her positivity.' Tess says, 'Nick is so interesting. There's nothing we can't talk about.'

7A University or not? Student B

a Read about Emily-Fleur.

Emily-Fleur Sizmur, 17, runs her own photography business.

I left school at 16. I've never been very interested in school or academic achievement. I still don't know my GCSE results – a friend went to school to pick them up for me, but I've never opened the envelope!

When I left school, I was ready to start a business. Three of my sisters were getting married, and I saw a gap in the market for wedding photographers in our area. I'd always loved taking photos, and I saw an opportunity to make money doing something I liked. One of my science teachers was getting married, and I asked her if I could take some pictures. She agreed, and I put up my photos on social media the following day. Within a week, I had bookings for two more weddings. When I'd done six weddings, I spent £3,000 on better equipment.

I don't think my age was a disadvantage, in fact, I think starting out young has been a huge help. People are more prepared to give someone young a chance. If I was 30 and starting out in this business with no experience, I think it would be much more difficult. A lot of my friends are going to university soon, but I don't envy them. They'll have to get out into the real world one day, and I'm already here.

Glossary
GCSEs national exams taken by English and Welsh schoolchildren at the age of 16

b Answer **A**'s questions about Emily-Fleur.

c Now ask **A** your questions about Archie.

What did Archie study at university?

He studied…

Questions about Archie

1 How long did Archie spend at university?
2 What did he do on a typical day?
3 What did he do after he graduated?
4 What did he plan to do in Leeds?
5 How many jobs has he applied for?
6 What's he doing at the moment?
7 Is he enjoying life?
8 Does he regret studying drama?

7B Guess the sentence Student B

a Look at sentences 7–12 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

7 I'll ________________ buy a house unless my parents help me. ⊟
8 If I met my ex in the street, I ________________ to him. ⊟
9 If it ________________, I'd stay a bit longer. ⊟
10 The flight ________________ if we go in business class. ⊞
11 I wouldn't mind the winter so much if it ________________ so early. ⊟
12 If I had more money, I ________________ with a beautiful garden. ⊞

b Listen to **A** say sentence 1. If it's the same as your sentence 1 below, say, 'That's right'. If not, say 'Try again', until **A** gets it right. Continue with 2–6.

1 I'd cook dinner every day if I **got home** earlier from work.
2 If we **don't go on holiday** this summer, maybe we can afford to get a new car.
3 I think you**'ll enjoy the film** more if you see it in 3D.
4 I'd see my grandparents more often if they **lived nearer**.
5 I **wouldn't have** the fish if I were you. It isn't usually very good here.
6 **I'd go swimming** if the water was a bit warmer.

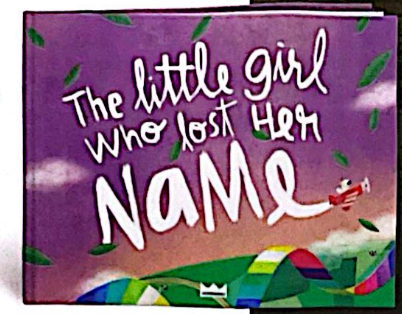
c Now read sentence 7 to **A**. If it isn't right, try again until **A** tells you, 'That's right'. Then write it in. Continue with 8–12.

8A **Dragons' Den** Student B

Read about **Wonderbly**. Think about the questions below. Then tell your group.

- Did any of the Dragons like the product?
- Did they decide to invest?
- Was the product successful in the end?

Wonderbly



During the pitch, the Dragons were impressed by how quickly the business had grown. But one of the Dragons, a father himself, was so convinced that it was a good idea that he invested all the money they were asking for in exchange for just 5% of the company. It was a clever decision. Wonderbly has now sold over eight million books in countries all over the world, and *The Little Boy / Girl Who Lost His / Her Name* has been translated into many different languages. Another popular book is called *The Birthday Thief*, which uses the child's birth date as the focus of the story.

8B **I want to speak to the manager**

Student B

Look at the situations and spend a few minutes preparing what you are going to say. Then role-play the conversations.

1 **You're a shop assistant in a clothes shop. A** is a customer and is going to come to you with a problem with something he / she bought in the sales yesterday. You can't change it for an identical one because there are no more in his / her size. Try to persuade **A** to change it for something else, because you don't usually give refunds during the sales.

A will start.

2 **You're a customer in a restaurant.** You have just finished your meal and you didn't enjoy it at all (decide what was wrong with it). You complained to the waiter, but the waiter didn't solve the problem. You have asked the waiter to call the manager. **A** is the manager. Try to get at least a 50% discount on your meal.

You start.

Good evening. Are you the manager?

9A **Guess the conditional**

Student B

a Look at sentences 7–12 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

7 If we hadn't taken a taxi, we ________________ the train. ⊞

8 If I hadn't gone to the party that night, I ________________ my partner. ⊟

9 If I'd known that programme was on last night, I ________________ it. ⊞

10 If I ________________ to my friends, I would never have married James. ⊞

11 I ________________ with you last night if I hadn't had to work late. ⊞

12 I ________________ so angry if you had told me the truth right from the start. ⊟

b Listen to **A** say sentence 1. If it's the same as your sentence 1 below, say 'That's right'. If not, say 'Try again' until **A** gets it right. Continue with 2–6.

1 We **wouldn't have found** the hotel if we hadn't used satnav.

2 If I **had remembered** that it was your birthday, I would have bought you something.

3 If **I'd known** about the concert earlier, I would have been able to get a ticket.

4 The burglar wouldn't have got in if you **hadn't left** the window open.

5 If our best player hadn't been sent off, we **would have won** the match.

6 I wouldn't have recognized her if you **hadn't told** me who she was.

c Now read sentence 7 to **A**. If it isn't right, try again until **A** tells you 'That's right'. Then write it in. Continue with 8–12.

PE5 Asking politely for information Student B

a You are a tourist in **A**'s town. You are going to stop **A** in the street. You want to ask questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

1 Do shops close at lunchtime?
Could you tell me if shops close at lunchtime?
2 Is there a cash machine near here?
Do you know ______________________?
3 Where's the nearest chemist's?
Can you tell me ______________________?
4 What time do buses stop running at night?
Do you know ______________________?
5 Do banks open on Saturday mornings?
Could you tell me ______________________?

b **A** is a tourist in your town. **A** stops you in the street and asks you some questions. Answer politely with the necessary information.

c Now ask **A** your indirect questions 1–5. Always begin *Excuse me*.

10A Relative clauses quiz Student B

a Complete the questions with a relative clause to describe the **bold** words. Start the clause with *who*, *which*, *that*, or *where*, or no relative pronoun when there is a new subject.

1 **shy** What do you call somebody...?
2 **a remote control** What do you call the thing...?
3 **a referee** What do you call the person...?
4 **a cycle lane** What do you call the place...?
5 **a biopic** What do you call a film...?
6 **knee** What do you call the part of the body...?
7 **a nursery school** What do you call the place...?
8 **a colleague** What do you call a person...?
9 **a scooter** What do you call a thing...?

b Answer **A**'s question 1.

c Now ask **A** your question 1.

d Continue with 2–9.

10B Just checking Student B

a You are a suspect in a crime. **A** is a police inspector. Answer **A**'s questions. You can invent the information if you want to.

b **A** will now check the information he / she has. Say, 'Yes, that's right', or 'No, that's wrong' and correct the wrong information.

c Change roles. Now you are a police inspector and **A** is a suspect. Ask **A** the questions below, but **don't write anything down.** Try to remember **A**'s answers.

- What's your name?
- Where do you live?
- How old are you?
- Where were you born?
- Are you married?
- What do you do?
- What car do you drive?
- How long have you lived in this town?
- What did you do last night?
- Where were you at 7.00 this morning?

d Now check the information with **A** using a question tag.

Your name's John Hatton, isn't it?

You live in New York, don't you?

PE3 **Could you do me a favour?** Students A+B

a Look at the verb phrases below. Choose two things you would like somebody to do for you. Think about any details, e.g. how many children you have, how much money you need, etc.

- **look after** (your children, your dog for the weekend, your flat while you're away, etc.)
- **lend you** (some money, their car, etc.)
- **give you a lift** (home, to the town centre, etc.)
- **help you** (with a problem, with your homework, to paint your flat, to choose some new clothes, etc.)

b Ask as many other students as possible. Be polite (*Could you do me a big favour? Would you mind...? Do you think you could...?*) and explain why you want the favour. How many people agree to help you?

8A **Match your personality to the job** Students A+B

In which group(s) do you have most ticks (✓)? Read the appropriate paragraph to find out which jobs would suit you. Would you like to do any of them?

If you have most ticks in 1–4, the best job for you would be in the 'caring professions'. If you are good at science, you could consider a career in medicine, for example, becoming a doctor or nurse. Alternatively, teaching or social work are areas which would suit your personality.

If you have most ticks in 5–8, you should consider a job involving numbers, for example, becoming an accountant, or working in the stock market. The world of business would also probably appeal to you, especially sales or marketing.

If you have most ticks in 9–12, you need a creative job. Depending on your specific talents, you might enjoy a job in the world of music, art, or literature. Areas that would suit you include publishing, journalism, graphic design, fashion, or the music industry.

If you have most ticks in 13–16, you have an analytical mind. You would suit a job in computer science or engineering. You also have good spatial sense, which would make architecture and related jobs another possibility.

8B **Going the extra mile** Students A+B

Ⓐ Nordstrom

Finally, they looked through **all the dirt in their vacuum cleaners and found the woman's diamond!**

Ⓑ Le Creuset

'She even asked **what colour I wanted, and I received it within a week.**'

Ⓒ Ritz-Carlton Hotels

In it was Joshie, a present of a Frisbee and a football, and a photograph of **Joshie by the hotel pool.**

Ⓓ Trader Joe's

Half an hour later, the food arrived at her father's house, with **a note saying that it was free!**

Ⓔ Apple

They refunded his money, but they also sent the **iPad back to him** with another Post-it note saying, **'Apple said yes'.**

8A **Dragons' Den** Student C

Read about Eggxactly. Think about the questions below. Then tell your group.

- Did any of the Dragons like the product?
- Did they decide to invest?
- Was the product successful in the end?

Eggxactly

A few minutes after starting his pitch, everything went wrong for James. He tried to demonstrate how his gadget could make a boiled egg quickly and easily, but at the end of the cooking time, the egg was still raw! James promised that he had tested the product and that it worked, but when the Dragons asked him why this one was faulty, he answered, 'I haven't got a clue'. In spite of the disastrous pitch, two of the Dragons agreed to invest all the money for 20% of the company each. However, later, they changed their minds and the deal fell through. Eggxactly received 2,000 pre-orders, but although you can still find their website online, the product is no longer available.

Writing Bank

1 Describing a person

a Read the two emails. Why has Carrie written to Gustavo? What does Gustavo think of Carrie's suggestion?

b Read the emails again. In which paragraph (1–4) does Gustavo answer Carrie's questions about Camila?

☐ Would they get on well together?
☐ What's she doing at the moment?
☐ What does she like doing?
☐ What's she like?

c Correct five spelling mistakes in Gustavo's email.

d Read Gustavo's reply again. Give two examples of...

Para 1: facts about Camila
Para 2: adjectives he uses to describe her
Para 3: Camila's interests
Para 4: reasons why they'd get on well as flatmates

Modifying adjectives and adverbs in a description

We often use modifiers in a description to change the meaning of adjectives and adverbs.

*She's **very** responsible...*
*She's **a bit** shy...*
*...she's **incredibly** friendly.*
*She's **really** good at photography...*
*Camila's **quite** independent...*

e Read the information box. Then put the modifiers in the correct place in the chart (1 = the most).

Camila is	1 ______	shy.
	2 ______	good at photography.
	3 very	
	4 ______	
	5 ______ *	

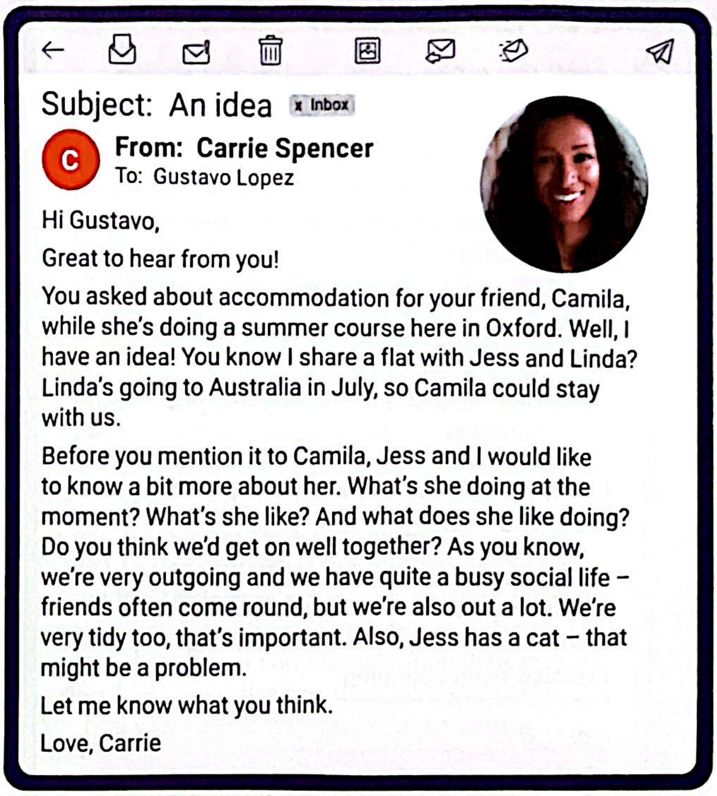
* this can't be used with positive adjectives

f Imagine you received an email asking for a description of a friend. Plan four paragraphs. Make notes to answer the questions in Carrie's email.

g Now write your email. Use your notes in **f** and the language in the information box. Include some of the highlighted phrases, which are typical in a description of this kind.

h Check your email for mistakes in spelling, grammar, and punctuation.

p.15



Subject: An idea Inbox

From: Carrie Spencer
To: Gustavo Lopez

Hi Gustavo,

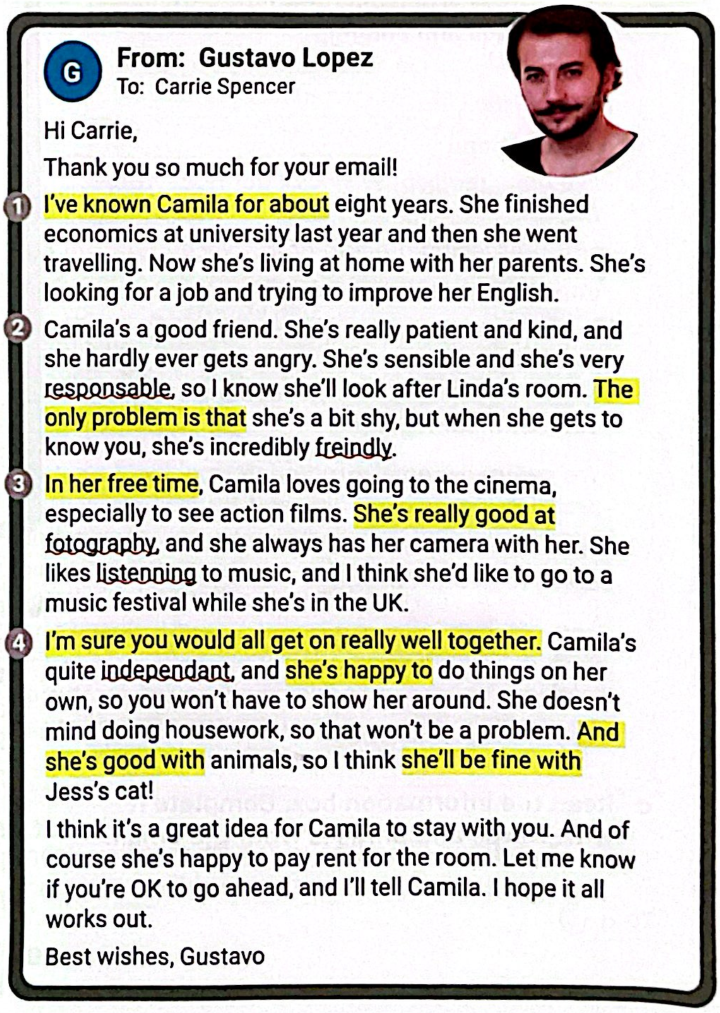
Great to hear from you!

You asked about accommodation for your friend, Camila, while she's doing a summer course here in Oxford. Well, I have an idea! You know I share a flat with Jess and Linda? Linda's going to Australia in July, so Camila could stay with us.

Before you mention it to Camila, Jess and I would like to know a bit more about her. What's she doing at the moment? What's she like? And what does she like doing? Do you think we'd get on well together? As you know, we're very outgoing and we have quite a busy social life – friends often come round, but we're also out a lot. We're very tidy too, that's important. Also, Jess has a cat – that might be a problem.

Let me know what you think.

Love, Carrie



From: Gustavo Lopez
To: Carrie Spencer

Hi Carrie,

Thank you so much for your email!

① I've known Camila for about eight years. She finished economics at university last year and then she went travelling. Now she's living at home with her parents. She's looking for a job and trying to improve her English.

② Camila's a good friend. She's really patient and kind, and she hardly ever gets angry. She's sensible and she's very responsable, so I know she'll look after Linda's room. The only problem is that she's a bit shy, but when she gets to know you, she's incredibly freindly.

③ In her free time, Camila loves going to the cinema, especially to see action films. She's really good at fotography, and she always has her camera with her. She likes listenning to music, and I think she'd like to go to a music festival while she's in the UK.

④ I'm sure you would all get on really well together. Camila's quite independant, and she's happy to do things on her own, so you won't have to show her around. She doesn't mind doing housework, so that won't be a problem. And she's good with animals, so I think she'll be fine with Jess's cat!

I think it's a great idea for Camila to stay with you. And of course she's happy to pay rent for the room. Let me know if you're OK to go ahead, and I'll tell Camila. I hope it all works out.

Best wishes, Gustavo

2 A thank-you email

a Read Camila's email. Why did she write to Carrie?

b Read the email again. Match the things Camila says to sections A–F.

1 ☐ She asks Carrie to share some photos.
2 ☐ She thanks Carrie for her stay.
3 ☐ She talks about what she's been doing recently.
4 ☐ She apologizes for not writing before.
5 ☐ She thanks Carrie again and invites her to visit.
6 ☐ She talks about the nice things they did together.

c Complete the email with the phrases from the list.

I loved Oxford   I got back from the UK
I really enjoyed it   I hope you know that
I didn't take many   I've been working
I've also been spending

Informal language

In an email to a person we know, we use:

beginnings and endings

Hi (+ name)

Best wishes, or ¹__________________

contractions

I've been really busy since I got back from the UK!

I ²___ attaching a photo of my niece.

imperatives and requests

³__________________ *Linda for letting me use her room.*

⁴__________________ *post your photos of our last meal together?*

We can make emails more informal by omitting words like *I*, *I'm*, and *It's* in:

opening sentences

Great to hear from you!

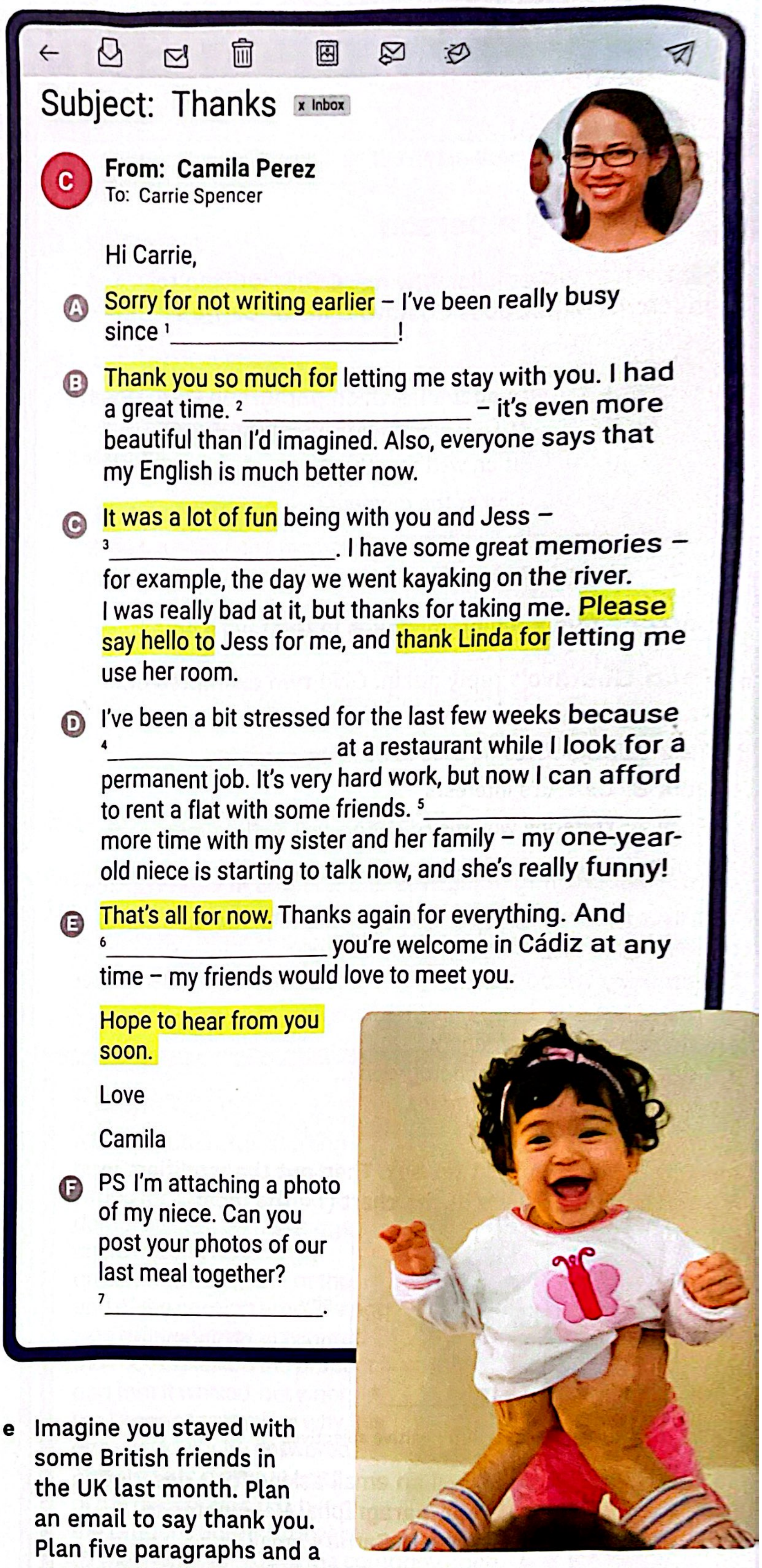
⁵__________________

closing sentences

Looking forward to hearing from you.

⁶__________________

d Read the information box. Complete it with words and phrases from the email.


Subject: Thanks

From: Camila Perez
To: Carrie Spencer

Hi Carrie,

Ⓐ Sorry for not writing earlier – I've been really busy since ¹__________________!

Ⓑ Thank you so much for letting me stay with you. I had a great time. ²__________________ – it's even more beautiful than I'd imagined. Also, everyone says that my English is much better now.

Ⓒ It was a lot of fun being with you and Jess – ³__________________. I have some great memories – for example, the day we went kayaking on the river. I was really bad at it, but thanks for taking me. Please say hello to Jess for me, and thank Linda for letting me use her room.

Ⓓ I've been a bit stressed for the last few weeks because ⁴__________________ at a restaurant while I look for a permanent job. It's very hard work, but now I can afford to rent a flat with some friends. ⁵__________________ more time with my sister and her family – my one-year-old niece is starting to talk now, and she's really funny!

Ⓔ That's all for now. Thanks again for everything. And ⁶__________________ you're welcome in Cádiz at any time – my friends would love to meet you.

Hope to hear from you soon.

Love

Camila

Ⓕ PS I'm attaching a photo of my niece. Can you post your photos of our last meal together? ⁷__________________.

e Imagine you stayed with some British friends in the UK last month. Plan an email to say thank you. Plan five paragraphs and a postscript (PS). Use the topics in **b** to help you.

f Now write your email. Use your notes in **e** and the language in the information box. Include some of the highlighted phrases, which are typical in an email of this kind.

g Check your email for mistakes in spelling, grammar, and punctuation.

p.31

3 An article for a website

a Look at the photos of public transport in London. Which one do you think is probably...?

- usually the fastest
- the most dangerous / risky
- the best for sightseeing
- the safest late at night

b Read the article and check your answers to **a.** Then try to remember the information.

1 where you can buy an Oyster card
2 two other ways to pay to travel on the Tube and buses
3 when the bus can be quicker than the Tube
4 what you need to do before you can hire an e-bike or e-scooter
5 the difference between black cabs and minicabs
6 forms of transport that operate 24 hours a day

c Read again and complete gaps 2–7 with the prepositions in the list.

~~around~~ at into off on onto with

Impersonal *you*

When we write an article, we often use ***you*** and ***your*** to talk about people in general.

***You** put money on it and top it up when **you** need to. Then **you** use **your** card every time **you** get on...*

d Read the information box. Find more examples of impersonal *you* in the article.

e Plan an article about transport in your nearest big town or city. Plan at least three paragraphs, one for each different form of transport. Use the ideas in **a** and **b** to help you. What are the advantages of each form of transport?

f Now write your article. Use your notes in **e** and the language in the information box. Use comparatives and superlatives to compare the different forms of transport. Include some of the highlighted phrases, which are typical in an article of this kind.

You are here: **Home** > **Traveller information** > **Transport in London**

Transport in London

The Underground (the Tube)

There are many stations all over London and this is usually the quickest way to get ^{1}around the city. The cheapest way to use the Underground is to get an Oyster card. You put money on it and top it up when you need to. Then you use your card every time you get on or ^{2}________ the Tube. You can buy Oyster cards at Tube stations and online. You can also use contactless payment with a bank card, or your phone if you have a payment app. Some Tube lines operate 24 hours a day at the weekend.

Buses

Buses can be quicker than the Underground if there isn't too much traffic. The easiest way to use them, like the Underground, is with an Oyster card, contactless card, or phone. Some buses operate 24 hours a day, so you can also use them late at night. Travelling ^{3}________ the top deck of a double-decker bus is a very good way to get to know London and see some of its famous buildings.

Bikes and e-scooters

Bikes are more popular than ever in London, especially ^{4}________ commuters. There are quite a lot of cycle lanes, though cyclists always need to take care in traffic. There are also several electric bike and e-scooter hire companies. You need to download an app, then locate the nearest vehicle. It's a fixed rate to unlock a bike or scooter, and then a per-minute rate to ride. When you've finished your ride, you park carefully and go ^{5}________ the app to end your ride. It's important to follow the rules of the road, and wear a helmet if you have one.

Taxis and minicabs

London's black taxis (black cabs) are expensive, but they are comfortable, and the taxi drivers know London very well. You normally tell the driver where you want to go before you get ^{6}________ the taxi. Minicabs are normal cars which work for a company (for example, Uber), and most people book them with an app. They are usually much cheaper than black taxis. Taxis or minicabs are probably the safest way to travel in London late ^{7}________ night.

g Check your article for mistakes in spelling, grammar, and punctuation.

p.47

4 An email of complaint

a Read the email and choose the correct options.

1. Who is Luis Rodriguez writing to?
   - a a friend he went for a meal with
   - b his work colleague
   - c the manager of a business
2. What is the main reason for his complaint?
   - a the prices in the restaurant
   - b the rules of the restaurant
   - c the behaviour of restaurant staff

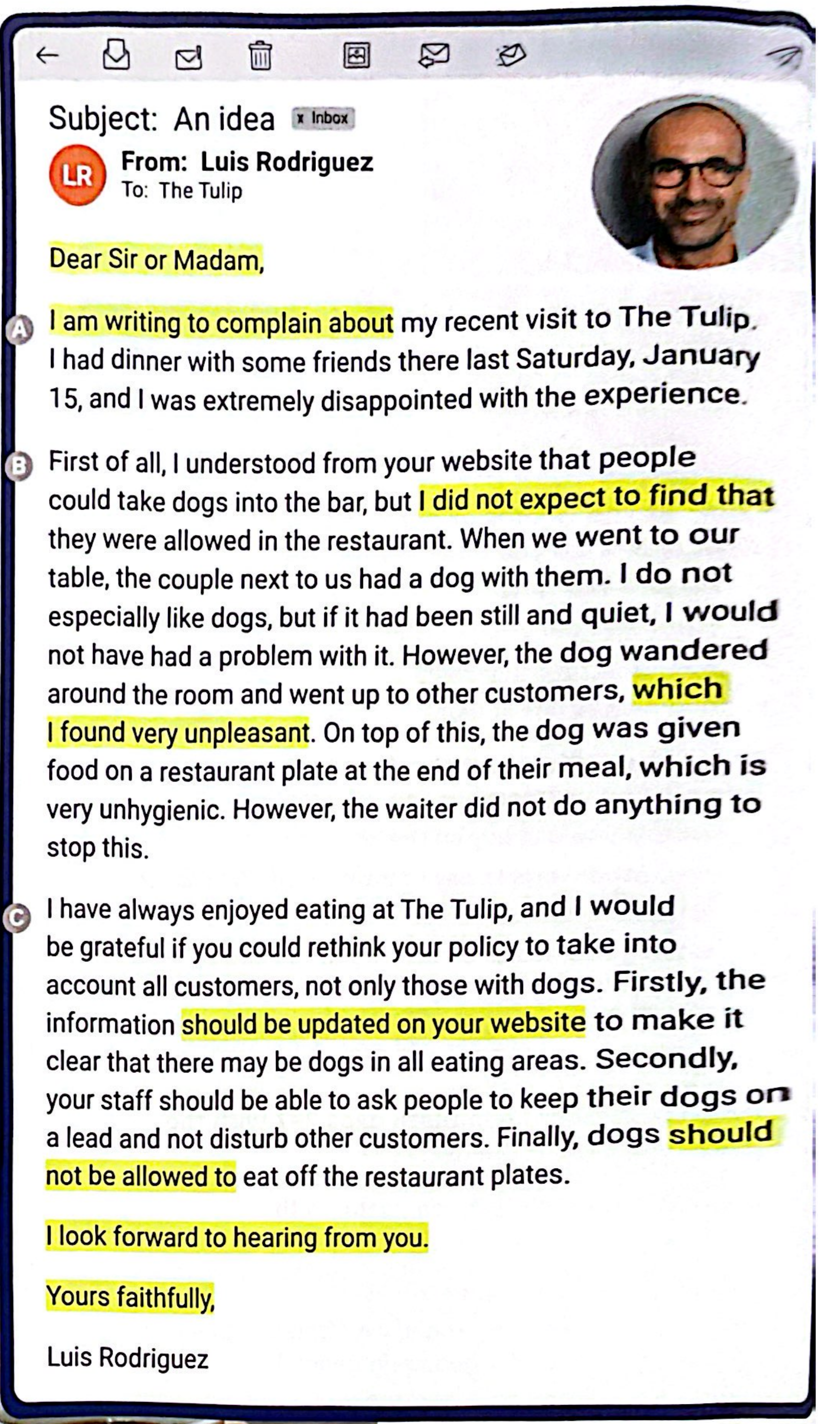
b Read the email again. In which paragraph (A–C) does Luis mention the following things?

1 why he is writing ☐
2 something positive about the restaurant ☐
3 details about what happened ☐
4 his solutions to the problems ☐
5 when he visited the restaurant ☐

c Match Luis's notes about his complaints (1–3) to the solutions (A–C) he suggests.

1 information about dogs not clear ☐
2 dog walking around the restaurant ☐
3 dog eating from a restaurant plate is unhygienic ☐

A staff should stop customers from doing this
B dogs should be kept on a lead
C update the information on your website



Subject: An idea

From: Luis Rodriguez
To: The Tulip

Dear Sir or Madam,

Ⓐ I am writing to complain about my recent visit to The Tulip. I had dinner with some friends there last Saturday, January 15, and I was extremely disappointed with the experience.

Ⓑ First of all, I understood from your website that people could take dogs into the bar, but I did not expect to find that they were allowed in the restaurant. When we went to our table, the couple next to us had a dog with them. I do not especially like dogs, but if it had been still and quiet, I would not have had a problem with it. However, the dog wandered around the room and went up to other customers, which I found very unpleasant. On top of this, the dog was given food on a restaurant plate at the end of their meal, which is very unhygienic. However, the waiter did not do anything to stop this.

Ⓒ I have always enjoyed eating at The Tulip, and I would be grateful if you could rethink your policy to take into account all customers, not only those with dogs. Firstly, the information should be updated on your website to make it clear that there may be dogs in all eating areas. Secondly, your staff should be able to ask people to keep their dogs on a lead and not disturb other customers. Finally, dogs should not be allowed to eat off the restaurant plates.

I look forward to hearing from you.

Yours faithfully,

Luis Rodriguez

Formal language

In an email to a person we don't know, we use:

formal beginnings and endings

When we know the person's name:

Dear Mr / Mrs / Ms (+ surname)
Yours sincerely, (your first name and surname)

When we don't know the person's name:

Dear Sir or Madam,
Yours faithfully, (your first name and surname)

formal opening and closing sentences

I am writing to complain about…
I look forward to hearing from you.

full forms of auxiliary and modal verbs

I have *always enjoyed…* **NOT** *~~I've always enjoyed~~*
The waiter ***did not do*** *anything to stop this.* **NOT** *~~didn't do~~*

formal requests

I would be grateful if you could…

d Read the information box and look at the highlighted phrases in the email. Then rewrite phrases 1–8 using more formal language.

1 **Hi** Mr Krol! Dear Mr Krol,
2 The table was dirty, **which wasn't very nice.**
3 **I'm not happy about** your new menu.
4 **Best wishes,**
5 **Don't let** children misbehave.
6 **I was surprised that** your prices had increased.
7 **Please write back.**
8 **Please correct** the prices **on your website.**

e Plan an email of complaint about a restaurant meal that you did not enjoy. Plan three paragraphs. Make notes about the problems and possible solutions.

f Now write your email. Use your notes in **e** and the language in the information box. Include some of the highlighted phrases, which are typical in an email of this kind.

g Check your email for mistakes in spelling, grammar, and punctuation.

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Disastrous journeys!

We asked you to tell us about a time you had a problem when travelling. Begoña from Spain wrote to us...

I live in Alicante, in the south of Spain. A few years ago, my husband and I had rented a house in Galicia, in the north-west, for the summer holiday. We were going to drive north to Tarragona to stay for a few days with some friends and [1]then drive west from Tarragona to Galicia.

At first, the journey was fine. We were using our new satnav and it took us right to the door of our friends' house. Three days later, we continued our journey. We put in the name of the small town in Galicia, Nigrán, which was our final destination. We started off, obediently following the instructions. [2]___________, after a while, we realized that [3]___________ driving west, we were going north. In fact, we were quite near Andorra, on the border with France, [4]___________ I was sure we were going in the wrong direction, [5]___________ my husband thought we should do what the satnav was telling us. It was only when we started seeing mountains that he admitted this couldn't be the right way. Eventually, we stopped, got out an old map, and then turned round. We had wasted nearly two hours going in the wrong direction!

It was an awful journey, [6]___________ as well as getting lost, we had another problem. We were nearly at our destination, and we stopped for a coffee at a café, but [7]___________ we got back onto the motorway, we realized that we had left our dog under the table in the café! For the second time that day, we had to turn round and go back. Luckily, the dog was still there! And in the end, [8]___________ the beginning of our trip was a disaster, we had a wonderful holiday!

a **Read a travel story that a reader sent to a magazine. Why did Begoña and her husband get lost? What else went wrong?**

b **Read the story again and number the things Begoña mentions in the correct order 1–7.**

☐ where they were going and why
☐ what happened on the way
☐ who she was with
☑ 1 when she made the journey
☐ what happened in the end
☐ another problem that they had
☐ what they decided to do

c **Complete gaps 2–8 with a connecting word or phrase from the list.**

although as soon as because but
however instead of so ~~then~~

Time expressions

When we write a story, we use time expressions to:

start the story

A few / Some years ago,...
One day last year,...

order events

at first,... *three days later,...* *and then,...*
after a while,... *it was only when...,* *eventually,...*

end the story

finally,... *at last,...* *in the end,...*

d **Read the information box. Find eight time expressions in the story.**

e **Circle the correct time expression in sentences 1–6.**

1 [✓ *One day last year*] / *Three days later*, we decided to go camping for the weekend.
2 *At first / After a while* it started to rain, so we decided to go back to the campsite.
3 *When / In the end* we got back to our tent, we changed our wet clothes.
4 We arrived on time at the station, but *then / finally* we went to the wrong platform.
5 *It was only when / At last* we arrived in Frankfurt that we realized our mistake.
6 *Eventually / A few minutes later* we arrived at our hotel. It had been the longest journey of my life!

f **Plan a story about a journey where something went wrong. Use the list in b in the correct order to organize your story.**

g **Now write your story. Use your notes in f and the language in the information box. Include some of the connecting words and phrases in c, which are typical in a story of this kind.**

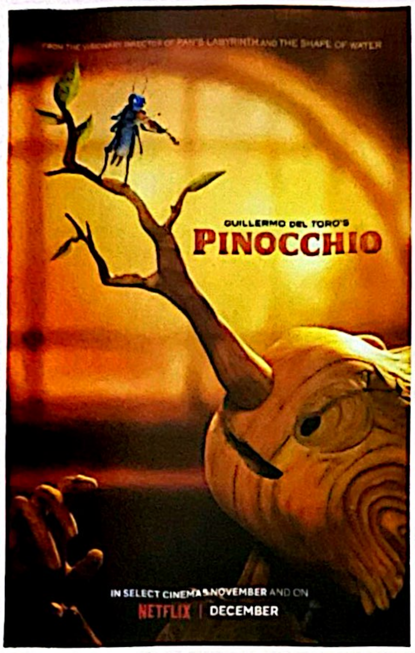
h **Check your story for mistakes in spelling, grammar, and punctuation.**

p.83

6 A film review

Classic films you must see

Please post your suggestions


FROM THE VISIONARY DIRECTOR OF PAN'S LABYRINTH AND THE SHAPE OF WATER
GUILLERMO DEL TORO'S
PINOCCHIO
IN SELECT CINEMAS NOVEMBER AND ON
NETFLIX | DECEMBER

Guillermo del Toro's Pinocchio (2022)

① This version of *Pinocchio* was directed by Guillermo del Toro and Mark Gustafson. It's an animated film, and is based on the Italian novel *The Adventures of Pinocchio* by Carlo Collodi. It stars Gregory Mann as the voice of Pinocchio, together with Ewan McGregor, Finn Wolfhard, and Cate Blanchett. *Guillermo del Toro's Pinocchio* won an Oscar for Best Animated Feature in 2023.

② Del Toro's version of *Pinocchio* is set in Italy. However, in the film, the action takes place in a real historical moment: the period when Mussolini was becoming popular. It was filmed in studios in Mexico and the USA.

③ The story is about a man called Geppetto who makes a puppet out of wood. Geppetto is lonely because his son, Carlo, has died. The puppet, Pinocchio, comes to life, but, unlike Carlo, he's very naughty and he doesn't listen to Geppetto – for example, he doesn't go to school when he should. Pinocchio can't die and although he is run over by a lorry, he soon comes back to life again. Pinocchio leaves home and joins first the circus, and then the army. All this time, Geppetto is looking for him, but then Geppetto is swallowed by a sea monster and lives in its stomach. In the end, Pinocchio saves Geppetto, but the ending isn't completely happy.

④ I strongly recommend *Guillermo del Toro's Pinocchio*. It's beautifully made, and it has an important message: you don't have to be perfect for people to love you. There are many different versions of Pinocchio, but for me, this is the best.

a Read the film review. What is the message of the film?

b Read the review again. Match paragraphs 1–4 to the topics in the list. What tense do we use to talk about the plot of a book or film?

☐ the plot:
☐ general information:
☐ recommendation:
☐ setting:

Making a paragraph plan

When we are writing a text, we organize similar information into three or four groups. We use these groups to write paragraphs. Before we start writing, it's useful to make a paragraph plan.

c Read the information box. Then match the things in the list to the topics in **b**.

the type of film the director what the story is about
the stars the ending reasons you like it
any prizes it won when and where the story takes place
where it was filmed

d Look at the highlighted phrases in the review. Then complete the sentences about some more classic films.

1 *Napoleon* __________ Ridley Scott.
2 The action in *Star Wars: The Force Awakens* __________ a galaxy far, far away.
3 *Sully*, with Tom Hanks, __________ a true story about a pilot called Chesley Sullenberger.
4 *The Imitation Game* __________ Benedict Cumberbatch as scientist Alan Turing.
5 *The Great Gatsby* __________ New York in the 1920s.
6 A classic ghost story, *The Sixth Sense* __________ a boy who can see dead people.
7 Most of Spielberg's *West Side Story* __________ locations in New York City.
8 __________ *Oppenheimer*. It's an absolutely brilliant film.

e Plan a review of a film that you would recommend. Plan four paragraphs. Make notes on the topics in **c**.

f Now write your review. Use your notes in **e** and the paragraph plan in **b**. Include some of the highlighted phrases, which are typical in a review of this kind.

g Check your review for mistakes in spelling, grammar, and punctuation.

p.101

7 Describing a house or flat

a The website HomeRent.com is for people who want to rent out their homes for holidays. Read two posts from the website. Would you like to rent either of these places? Why (not)?

b Read the posts again and answer the questions for both homes.

Paragraph 1

1 Where exactly is it?

Paragraph 2

2 How many rooms are there, and what are they like?
3 Is there any outdoor space?

Paragraph 3

4 What's the neighbourhood like?
5 How far is it from places of interest?
6 What public transport is there?

Paragraph 4

7 Who is it most suitable for?
8 Are there any house rules?

Hon

HomeRent.com

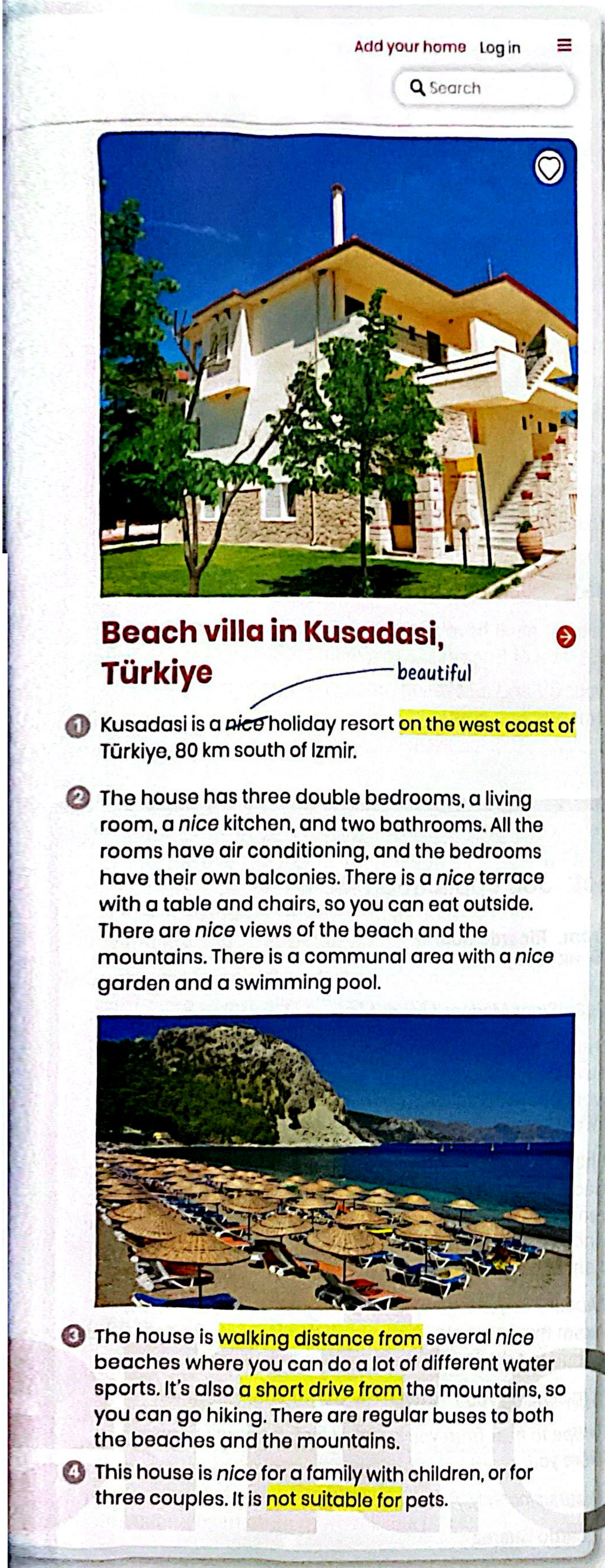
Fabulous one-bedroom flat in Florence

① This flat is perfectly situated in Florence with a stunning view of the Palazzo Vecchio and Piazza della Signoria. It is on the second floor of a lovely old building.

② This attractive flat has a spacious double bedroom, a sunny living room, a fully equipped kitchen with a dining area, and a large bathroom with shower. There is a flat-screen TV in the living room, and there is also wi-fi and air conditioning.

③ The neighbourhood, San Giovanni district, is in the centre of the city. The area is mainly pedestrian, and the Uffizi Gallery, Piazza della Repubblica, and Piazza del Duomo are all very near. It's a 15-minute walk from Firenze Santa Maria Novella railway station.

④ The flat is ideal for a couple who would like to go sightseeing in this beautiful city. It is a no-smoking house and no pets are allowed.



Beach villa in Kusadasi, Türkiye

① Kusadasi is a ~~nice~~ beautiful holiday resort on the west coast of Türkiye, 80 km south of Izmir.

② The house has three double bedrooms, a living room, a *nice* kitchen, and two bathrooms. All the rooms have air conditioning, and the bedrooms have their own balconies. There is a *nice* terrace with a table and chairs, so you can eat outside. There are *nice* views of the beach and the mountains. There is a communal area with a *nice* garden and a swimming pool.

③ The house is walking distance from several *nice* beaches where you can do a lot of different water sports. It's also a short drive from the mountains, so you can go hiking. There are regular buses to both the beaches and the mountains.

④ This house is *nice* for a family with children, or for three couples. It is not suitable for pets.

Using adjectives to persuade the reader

When we describe something we want to rent out or sell, we use positive adjectives to make it attractive to the reader.

*This **wonderful** cottage has a **cosy** living room.*
*Enjoy **relaxing** summer evenings on the **huge** terrace.*

c Read the information box. Then read about the flat in Florence again. Underline the adjectives that help to 'sell' the flat? What do they mean?

d Now read about the villa in Türkiye again. Improve the description by replacing the adjective *nice* with a positive adjective from the description of the flat. Often there is more than one possibility.

e Imagine you want to rent out your home to tourists. Plan a description for a website. Plan four paragraphs. Make notes on the questions in **b**.

f Now write your description. Use your notes in **e** and the advice in the information box. Include some of the highlighted phrases, which are typical in a description of this kind.

g Check your description for mistakes in spelling, grammar, and punctuation.

p.123

8 A covering email

a Read the job advertisement and answer the questions.

1 How many job areas are they recruiting for?

2 Which three job requirements are mentioned?

3 What do you need to do to apply?

b Now read the covering email. In which area is Ricardo applying for a job?

c Read the covering email again. Circle the appropriate phrase in 1–8. Is the language formal or informal? Why?

Including relevant information

When we apply for a job, we send a CV (*curriculum vitae*) describing our qualifications, skills, and experience, and a covering email explaining why we would be suitable for the role. To plan the covering email, we refer to the advertisement and identify the main job requirements. Then, in the email, we include information about ourselves that connects with these requirements.

d Read the information box. Which information in the email matches the job requirements?

e Choose a job from the advert. Plan a covering email (to send with your CV) to apply for the job. Make notes on the information you can include that connects with the job requirements in the advert.

f Now write your covering email. Use your notes in **e** and write in a formal style. Include some of the highlighted phrases, which are typical in an email of this kind.

g Check your covering email for mistakes in spelling, grammar, and punctuation.

p.135

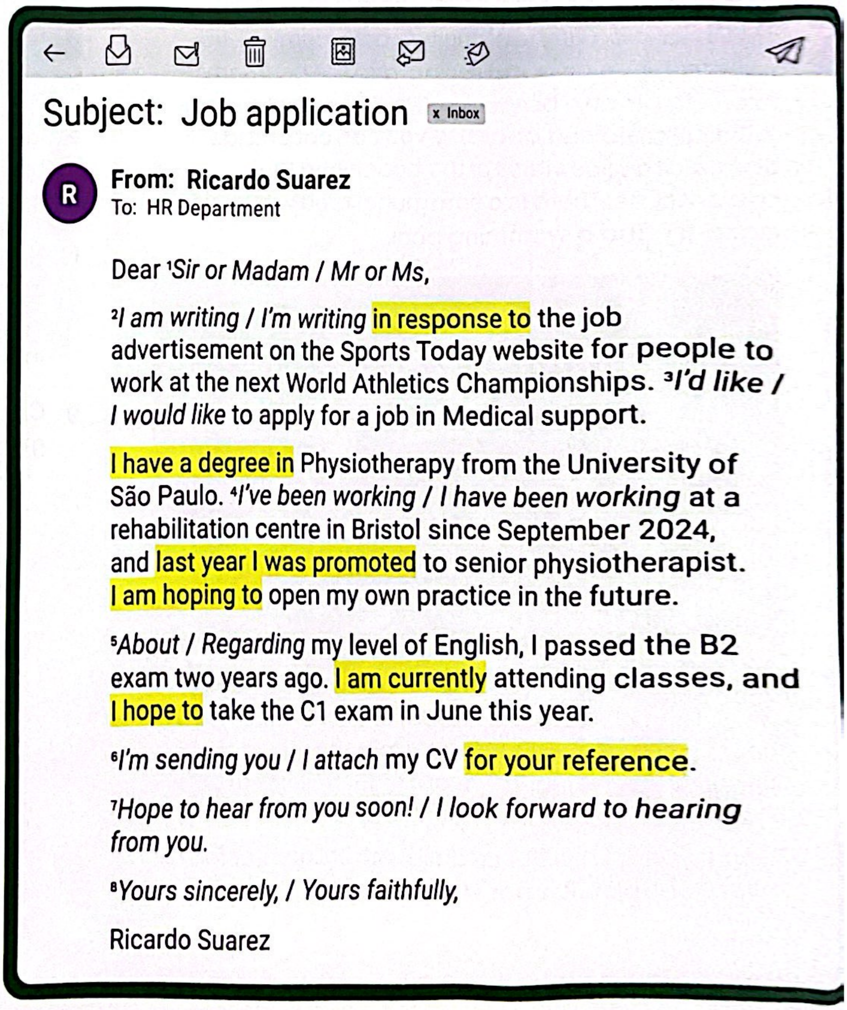
We are looking for hard-working, enthusiastic, and energetic people to work at the next World Athletics Championships.

There are vacancies in the following areas:

- Administration
- Hospitality and catering
- Translation and language services
- Medical support

All applicants must have appropriate training and experience, and a B1 level of English is a minimum requirement.

Send your CV and a covering email (in English) to:
recruitment@wac.com



Subject: Job application x Inbox

From: Ricardo Suarez
To: HR Department

Dear ^{1}*Sir or Madam / Mr or Ms,*

^{2}*I am writing / I'm writing* in response to the job advertisement on the Sports Today website for people to work at the next World Athletics Championships. ^{3}*I'd like / I would like* to apply for a job in Medical support.

I have a degree in Physiotherapy from the University of São Paulo. ^{4}*I've been working / I have been working* at a rehabilitation centre in Bristol since September 2024, and last year I was promoted to senior physiotherapist. I am hoping to open my own practice in the future.

^{5}*About / Regarding* my level of English, I passed the B2 exam two years ago. I am currently attending classes, and I hope to take the C1 exam in June this year.

^{6}*I'm sending you / I attach* my CV for your reference.

^{7}*Hope to hear from you soon! / I look forward to hearing from you.*

^{8}*Yours sincerely, / Yours faithfully,*

Ricardo Suarez

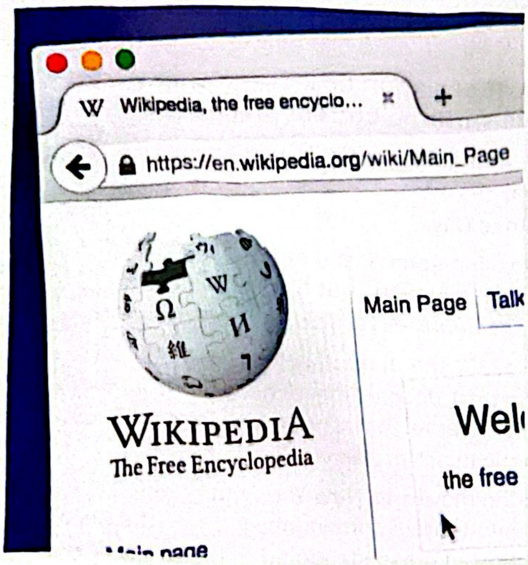
9 A 'for and against' essay

a Look at the title and read the essay. Is the writer generally for or against Wikipedia?

b Cover the text and try to remember...

1 three good things about Wikipedia.
2 three bad things about it.

Wikipedia, for and against


Wikipedia, the free encyclo...
https://en.wikipedia.org/wiki/Main_Page
WIKIPEDIA
The Free Encyclopedia
Main Page
Talk
Wel
the free
Main page

① Wikipedia is an online encyclopaedia. It has become the main source of information for millions of people every day and is a wonderful resource. However, it has both advantages and disadvantages.

② On the one hand, Wikipedia has information about more or less everything and the information is easy to find. Secondly, Wikipedia usually gives a good basic introduction to a topic. It also gives links and references to other sources, so it is easy to find out more if you want to.

③ On the other hand, there are also disadvantages. For example, the information on Wikipedia is sometimes inaccurate, which is a problem if it is your only source of information. In addition, you don't know who has written the articles. It may be an expert, but it may be an amateur, and sometimes there is a personal or political bias as well.

④ In conclusion, if you are looking for information, Wikipedia is a useful tool, although you can't always rely on it. It is an excellent place to start, but it shouldn't be your only source – it is important to get your information from other more reliable places, too.

c Read the essay again. Match paragraphs 1–4 to the sections in the list.

☐ advantages
☐ the writer's opinion
☐ introduction: what Wikipedia is
☐ disadvantages

Adding and contrasting information

When we want to **add** information, we can use *also*, *in addition*, *as well*, and *too*.

When we want to **contrast** information, we can use *however*, *although*, *but*, and *on the one hand / on the other hand*.

d Read the information box. Then circle the correct options.

1 Electric cars are still very expensive, *although / as well* prices are coming down.
2 Desktops have a larger memory than laptops. They *however / also* usually last longer.
3 Many students like taking notes on a tablet, *on the one hand / but* others prefer a pen and paper.
4 There's no paper in the printer, and it's run out of ink, *too / however*.
5 You can use the app to check your bank account. *In addition / Although*, you can use it to send and receive money.
6 Earbuds are more convenient than headphones. *As well / On the other hand*, the sound quality isn't always as good.
7 It's very easy to pay contactless for everything. *However / Also*, this can cause problems for people who don't have a bank card.

e Read the beginning of another 'for and against' essay. Then make notes in the chart with your ideas.

Smartphones – for and against

Nowadays, a phone isn't just for phone calls. Most people have a smartphone, with many different apps and constant access to social media…

Advantages	Disadvantages

f Plan your essay. Plan four paragraphs. Use the sections in **c**. Complete the introduction and decide your own opinion.

g Now write your essay. Use your notes in **f** and the language in the information box. Include some of the highlighted phrases, which are typical in an essay of this kind.

h Check your essay for mistakes in spelling, grammar, and punctuation.

p.159

10 A biography

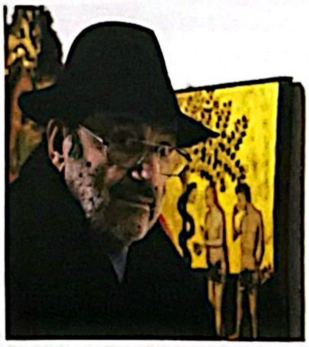
a Do you know anything about Umberto Eco? What book is he most famous for?

b Read the biography and check. Then complete it with non-defining relative clauses A–E.

A who was a German art teacher
B which sold 15 million copies
C which produced a variety of cultural programmes
D where he became friends with artists, painters, musicians, and writers
E which is a murder mystery

Umberto Eco

(1932–2016)



① Umberto Eco was born in Italy in 1932. He was a novelist, critic, and academic. When he was young, he loved reading everything from comics to classic novels. His father, who was an accountant, wanted Umberto to be a lawyer, but he decided to study philosophy and literature at the University of Turin.

② After he graduated, he worked for Radiotelevisione Italiana, [1]____. During this time, he started to write novels.

③ In September 1962, he married Renate Ramge, [2]____. They had a son and a daughter. They lived in an apartment in Milan, [3]____. In the 1970s, Umberto Eco started teaching at Bologna University, and during the 1980s and 1990s, he was a visiting professor at Harvard and Columbia universities in the USA.

④ Umberto Eco is best known for his hugely successful novel *The Name of the Rose*, [4]____. It was published in 1980 and made into a film six years later. The book, [5]____, is set in a 14th-century Italian monastery. It made him an international literary star. However, Eco did not enjoy his fame – he said, 'I don't feel free any more'.

⑤ Umberto Eco died in 2016, on 19th February. He was 84 and had cancer.

c Read the biography again. Match the information to each paragraph.

childhood death family first book first job fame greatest achievement illness later life studies

Paragraph 1: ______________ ______________
Paragraph 2: ______________ ______________
Paragraph 3: ______________ ______________
Paragraph 4: ______________ ______________
Paragraph 5: ______________ ______________

Using the correct preposition

In a biography, we often refer to specific times or places, so it is important to use the correct prepositions. Remember the rules:

Time: ***in*** with months and years, ***on*** with specific days or dates, ***during*** / ***in*** with periods of time

*Umberto Eco died **in** 2016, **on** 19th February.*

Place: ***in*** with specific buildings, towns, cities, and countries, ***at*** with generic places, e.g. school, university.

*They lived **in** an apartment **in** Milan. Umberto Eco started teaching **at** Bologna University.*

d Read the information box. Then complete the sentences with the correct preposition.

1 Louise Bourgeois was a French American artist. She was born ______ Paris ______ 1911, ______ Christmas Day.

2 After leaving school, she studied maths ______ Sorbonne University, but later studied art ______ the *École des Beaux-Arts* and the *École du Louvre*.

3 ______ 1938, she opened her own gallery ______ a building next door to where her father worked, and ______ the same year, she married Robert Goldwater, an American art professor.

4 They soon moved to New York, but ______ their early years there – for example, ______ the Second World War – Louise struggled to break into the art scene. Later, ______ the 1950s, she became friends with other famous artists such as Mark Rothko and Jackson Pollock, and became more confident.

5 One of her most famous works is a giant spider sculpture called *Maman*, which stands outside the Guggenheim Museum ______ Bilbao.

e Plan a short biography of an interesting or successful person who has died this century. Plan five paragraphs. Make notes on the information in **c**.

f Now write your biography. Use your notes in **e** and the language in the information box. Include some of the highlighted phrases, which are typical in a biography of this kind.

g Check your biography for mistakes in spelling, grammar, and punctuation.

p.171

Listening

1.12

1 **A** So what are you going to do next year, dear? Are you going to go to university? Adam? Can you hear me?

B Sorry, Gran. What did you say?

A I said, are you going to go to university next year?

B No, Gran. I've already told you loads of times. I'm not going to go to university. I'm going to look for a job. I need to earn some money.

A All right dear, you don't need to shout. What's the time now?

B Ten to four. Shall I make you a cup of tea?

A Yes, please, dear. That'd be very nice.

2 **A** Bye. See you tomorrow.

B Bye. Hey, what do you mean tomorrow? Aren't you coming back tonight?

A No, I told you about it yesterday. I'm going to a party at Katie's. I'm staying the night there.

B Who else is going?

A Oh, just the usual crowd. You don't know any of them.

B Well, make sure you don't go to bed too late. And don't forget to...

A Bye.

B Where's your coat? You can't go out like that. It's going to be cold tonight!

A Bye!

3 **A** Can I use your car tonight?

B No, you can't.

A You said you didn't need it. Why can't I borrow it?

B Because you won't look after it. You'll drive too fast.

A I won't, I promise, I'll drive really slowly. I'll be really careful.

B Oh, all right then.

A Thanks. See you.

1.22

Adam's story

I think there was always some rivalry between my brother and me, probably because I was the eldest and when I was 16 and he was 12, I was allowed to have a lock on my bedroom door so that I could have some privacy – but he wasn't, he couldn't lock his door and he hated that because I could go into his room whenever I liked, but he couldn't go into mine. Anyway, one day we were arguing about something, I can't actually remember what it was now, and he got very angry and he chased me, and I ran into my bedroom and I locked the door, and of course that made him even angrier, and he started kicking the door. He was wearing these heavy boots – you know, Doc Martens or something like that – and he kicked the door really hard and the door was damaged. Of course, my parents came running when they heard the noise and when they saw the door was broken they were furious. And both of us were punished, which I thought was terribly unfair, because it wasn't me who broke the door. And on top of it all they didn't repair the lock for quite a long time. So unfair!

Cecile's story

So, when I was very young, about four, I started having violin lessons and I had a mini violin to practise on. At the beginning I loved it, but as soon as I got a bit better, maybe when I was six, and I could play little tunes my parents told my older brother that he had to practise with me every day – he had to accompany me on the piano when I played my tunes. Now my older brother, he was seven years older than me and he was very good at music, he could play the piano really well, and he really didn't want to have to practise with me. So, every day after school I would get my violin out, but as soon as we started each piece, he would deliberately start playing the piano part faster and faster and of course I couldn't keep up. I got terribly frustrated and I used to just end up bursting into tears and crying and crying. My mother always told him not to do it, but he didn't take any notice, and after a while I refused to practise with him, and later I just stopped playing. I'm absolutely sure the reason I gave up the violin was my brother. We get on OK now though.

3.11

Presenter On today's programme we're talking about how to drive safely. There's a great book called *Survive the Drive* that has lots of useful tips, and we asked Tom, our transport and travel correspondent, to take a look. Welcome, Tom.

Tom Thank you.

Presenter So, tell us – what's the most dangerous thing you can do while you're driving? Obviously, we're not talking about drinking alcohol, taking drugs, or using a handheld phone to make calls or text, which everyone knows you must never do.

Tom Well, this is really surprising, top of the list is driving when you're feeling emotional. The researchers found that you're nearly ten times more likely to have an accident if you're feeling very sad or angry or stressed. If you're emotional then you can't concentrate on the road, and you'll probably make bad decisions if you find yourself in a dangerous situation. In fact, if you're feeling very emotional, it'd be better not to drive at all!

Presenter Wow, OK. I'll try to remember that next time I have a bad day at work! What's the second most dangerous thing?

Tom This one's less surprising – it's reaching for something in your car. It might be your phone, or a map, or some sweets. If you're reaching down, or trying to get something from the back seat, then you aren't looking at the road, and you're nine times more likely to have an accident.

Presenter And number three?

Tom Number three is looking at something interesting or something that's happening by the road. A really common example of this is when people slow down to look at an accident – they don't realize that by looking at the accident and not at the road, the chance of having an accident themselves goes up over seven times. In fact, this is a really common cause of accidents on motorways.

Presenter So the message is, don't be distracted.

Tom Yes, exactly. If you're driving fast, you can travel over 100 metres in less than three seconds. And a lot can happen in three seconds.

Presenter So that's the top three – what about other things to avoid?

Tom Well, at number four is adjusting your satnav, which can be very distracting, and makes you nearly five times more likely to have an accident. At number five is driving when you're tired. Sixty per cent of drivers say they've driven when tired in the last year, so it's a big problem – and you can lose control of your car completely. And at number six is adjusting your radio or music system. This makes you twice as likely to have an accident. Again, it's the distraction from the road that's the problem, and only having one hand on the wheel.

Presenter And the last two?

Tom The seventh is eating or drinking, because again you normally take one hand off the wheel, and the eighth is talking to a passenger, which can be distracting because the driver often turns to look at the passenger.

Presenter So how would you summarize the research? What did you find most interesting?

Tom I think for me the most interesting thing is that some of these things don't seem very dangerous and good drivers often do them – but the research shows that they are. So next time you get in your car to drive somewhere, think about what you're doing, and always, always keep your eyes on the road!

3.12

A Personally, I don't think people should need a driving licence for an e-scooter. You don't need a driving licence for a bike after all.

B I agree. In my opinion, e-scooters are more like bicycles than cars. But I think people shouldn't be allowed to ride them on the pavement. It's very dangerous for pedestrians. I think there are lots of accidents when people ride them on the pavement.

A It depends. Sometimes the road's too dangerous for e-scooters. But I agree, I don't think people need to have a driving licence to ride them.

3.18

A Generally speaking, I think it's true that only children are self-confident. They spend a lot of time with adults, so they learn to discuss things, and in general, they behave in a more grown-up way.

B I agree. On the whole, I think that only children are more independent than children with brothers and sisters.

C I don't think it's true that only children are self-confident. They tend to spend a lot of time by themselves and they can be quite quiet and shy around other people. Also, because they don't have brothers or sisters they aren't usually very good at sorting out problems with other children.

3.21

Interviewer Welcome to the podcast, and today we're going to talk about a fascinating topic: how colour became linked to gender in some countries. I'm with Dora Vanette, a lecturer in the history of design. Dora, thanks for joining us today. Let's start with JeongMee Yoon's 'The Pink and Blue Projects'.

Dora Yes, sure, well, in 'The Pink and Blue Projects', the artist photographed children's rooms – the boys' rooms are full of blue things, and the girls' rooms are full of pink ones.

Interviewer That's quite a familiar sight for most people. Is this something we need to worry about?

Dora I think the photos are disturbing because they show how these two colours dominate for children, especially with toys. Toys become the way that gendered ideas influence a child's developing mind.

Interviewer Has the 'pink for girls, blue for boys' rule always been around?

Dora Actually, not at all. Until about 1940 the colours didn't have these meanings at all. From the 1700s to around the 1850s, white was the preferred colour for children's clothes. Between 1850 and about 1940, both genders dressed in pink and blue, but pink was thought to be a strong colour suitable for boys to wear, while blue was considered softer and therefore better for girls – the complete opposite to what we are now familiar with.

Interviewer Oh really? That's so interesting. So when did our modern blue and pink idea come in?

Dora Well, from 1940 to 1950, the convention of 'blue for boys, pink for girls' was established in childrens' clothes, and this idea gradually expanded to include the toys girls and boys played with, even though only 30% of toys were labelled for girls or boys at this time.

Interviewer So when did this change, I mean, when did toys start being marketed almost exclusively to either boys or girls?

Dora In about the early 1960s. The American company Hasbro started producing soldier dolls called GI Joes, and they were marketed to boys – they became incredibly popular. And at the same time, the even more famous and very pink Barbie doll was also introduced. With GI Joe and Barbie, the idea of certain toys for girls and different ones for boys very quickly became widely accepted. Toys for girls encouraged them to play at being wives and mothers, while toys for boys encouraged them to be adventurous and aggressive.

Interviewer Did the pink and blue fashion continue through the 1970s?

Dora Actually, during the 70s, with feminist activism, gender-neutral colours like red and yellow became more popular both for clothes and toys. But by the 1980s, companies realized that they could sell more products if parents bought different things for each gender. Today, pink and blue are more prevalent than ever.

Interviewer Is it really the parents who push their children in these directions, or do the children themselves choose the colours?

Dora Well, there's a famous book called *Cinderella Ate My Daughter*, by Peggy Orenstein and she describes a problem that many mothers face today, when they find that their daughters actually choose to be a 'pretty pink princess' without any encouragement from their parents, actually sometimes even with opposition from their parents.

Interviewer Why do you think this is?

Dora Well, mainly because they want to fit in, to belong to a group.

Interviewer Do you think gendered toys are more a problem for girls? I mean, that girls suffer because their parents don't buy them construction toys or science toys?

Dora No, not at all, it affects both. In fact, even in the 21st century, it seems to be a lot more socially acceptable for girls to be interested in science toys than for boys to like dolls.

Interviewer Well, thank you so much, Dora, that was fascinating.

Dora I'd just like to add that JeongMee Yoon's daughter is now grown-up and pink is apparently no longer her favourite colour!

4.10

Presenter Good afternoon to all. In today's modern manners programme, the subject is family, and what to do with rude relatives. Our etiquette expert Sarah is here to take your calls, so if you have a family member who behaves badly and you don't know what to do about it, just call us here on 0207 946 0671.
And our first caller is Belinda from Salisbury. Hi Belinda, tell us about your rude relatives.

Belinda Well, I hate to say it because it's such a cliché, but it's my mother-in-law. She's a nice woman, don't get me wrong, and on the whole we get on well, but one thing she does which I think is really rude is that whenever she comes for a meal she criticizes my cooking. I'm not a professional obviously, but I think I'm a pretty good cook and it really annoys me, especially after I've spent hours making something really nice.

Presenter OK, so Sarah, over to you. How should Belinda deal with her mother-in-law?

Sarah Hi, Belinda. I know this won't be easy, but when she does this I think you ought to be the one who behaves well. Stay calm, thank her as politely as possible for her advice, and change the subject. You shouldn't argue with her because she won't change her opinion – and it won't make you feel better either. Instead, encourage your husband or another relative to say how great your cooking is in front of your mother-in-law. When she sees that her criticisms aren't having any effect, and that everybody else loves your food, she'll either stop criticizing or she'll start paying compliments herself.

Presenter Thanks very much for that, Sarah. And our next caller is Damien from Sheffield. Hi Damien, I think you're going to tell us about a problem with your brother, is that right?

Damien Yes, that's right.

Presenter So what's the issue?

Damien Well, he lives in London and he likes coming up to stay from time to time, which is great. But he's just phoned me saying he's coming next month and he's bringing his new dog. I know he's just got this dog and he's very keen on it, and doesn't like leaving it alone, but it's still a puppy and my girlfriend and I aren't very into dogs. Also we've just redecorated our house, and we've done a lot of work on the garden, and I'm pretty sure the dog's going to destroy them both.

Presenter Sarah, what do you think that Damien should do with his brother and his dog? Do you think it's rude to arrive at someone's house with a dog?

Sarah Yes, I have to say I do. It's bad manners for a guest to bring an uninvited pet, even to a relative's home. This is true even if you have one of your own and your house is already animal-friendly. I think you should politely, but directly, say how you feel. You can add a reason like, as you say, you've just redecorated, but to be honest, you don't really have to give a reason.

Presenter Well, that's very clear advice, thanks Sarah. And finally Miranda from Stirling. Hi, Miranda. Tell us about your problem.

Miranda Hi there. My problem's with my nephew, my sister's son. He's eight years old and his parents don't give him any rules. So he's really wild, and whenever they come to our house he just shouts all the time, jumps on the furniture, makes a mess in the kitchen. He even writes on the walls! It's really exhausting, but my sister's very sensitive about me criticizing her son, so generally I don't say anything. But I've reached the point where I'd almost prefer it if they didn't come round.

Presenter Sarah, what should Miranda do with her nightmare nephew?

Sarah You must speak to his parents before their next visit, or at least to your sister. But instead of being critical, say how great it is that their son has so much energy, and how much you love him, but then explain that he has to calm down a bit when he's visiting. And at the beginning of his next visit, welcome him but give him some rules for your house. Say 'Hi. It's great to see you again! But just a couple of house rules: no jumping on the furniture, and if you want to draw, please use a piece of paper — you mustn't write on the walls.' He won't mind, and in the long run your sister will be grateful.

4.11

A Well, I don't think people should eat and drink in the cinema. I mean, a film only lasts about two hours. I think people should have a meal before or after a film.

B Yes, I agree, I think it's bad manners to eat in the cinema, especially noisy food like crisps. Some cinemas nowadays are more like restaurants! You get a menu and then somebody brings the food and drink to your seats. I think it's rude to eat noisy food when other people are trying to watch the film.

C I don't think you have to ban food altogether, just noisy food. It's nice to maybe have a drink and a snack like a bar of chocolate. That doesn't make a noise.

A Yes, it does! I hate it when people unwrap a bar of chocolate, or sweets. The paper always makes such a noise!

B It really annoys me, too. If people want to eat and drink when they see a film, they should stay at home and watch the film on TV.

5.8

Part 1

Interviewer What made you want to become a referee?

Juan My father was a referee, but that didn't influence me – in fact the opposite because I saw all the problems that he had as a referee. But as a child I was always attracted by the idea and at school I used to referee all kinds of sport – basketball, handball, volleyball, and of course football. I was invited to join the Referee's Federation when I was only 14 years old.

Interviewer Were you good at sport yourself?

Juan Yes, I was a very good handball player. People often think that referees become referees because they're frustrated players, but this is just not true in most cases in my experience.

Interviewer What was the most exciting match you ever refereed?

Juan It's difficult to choose one match as the most exciting. But I remember some of the Real Madrid–Barcelona matches, for example, the first one I ever refereed. The atmosphere was incredible in the stadium. But really it's impossible to pick just one – there have been so many.

Interviewer What was the worst experience you ever had as a referee?

Juan The worst? Well, that was something that happened very early in my career. I was only 16 and I was refereeing a match in a town in Spain and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years I can still remember a mother, who had a little baby in her arms, who was trying to hit me. She was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

Interviewer Do you think that there's more cheating in football than in the past?

Juan Yes, I think so.

Interviewer Why?

Juan I think it's because there's so much money in football today that it's become much more important to win. Also football is much faster than it used to be, so it's much more difficult for referees to detect cheating.

Interviewer How do footballers cheat?

Juan Oh, there are a few ways, but for me the worst thing in football today is what we call 'simulation' or diving. Diving is when a player pretends to have been fouled when in fact he hasn't. For example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest. However, since FIFA introduced Video Analysis Referee, what we call VAR, it's much easier to be sure if a foul was really committed or not.

5.9

Part 2

Interviewer What's the most difficult thing about being a referee?

Juan The most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is very fast. You must remember that everything is happening at 100 kilometres an hour. Also important decisions often depend on the referee's interpretation of the rules. Things aren't black and white. And of course making decisions would be much easier if players didn't cheat.

Interviewer Do you think that the idea of fair play doesn't exist any more?

Juan Not at all. On the contrary, I think fair play does exist – the players who cheat are the exceptions.

Interviewer Finally, who was the best player you ever saw in your career as a referee?

Juan I have to say Leo Messi.

Interviewer Why is he special for you?

Juan Well, a study was done on him which showed that Messi could run faster with the ball than many footballers can do without the ball. But apart from his great ability, what I always admired about him was that he wasn't a typical superstar footballer. In public and in his personal life his behaviour was always very normal. That's unusual for such a famous player.

5.14

A I'm going to tell you about a time when I saw a really exciting sports event. This happened many years ago when I was working as an interpreter for a sports team.

B Wow! What sport was it?

A It was handball, women's handball. The team, they were Spanish, were in the final of the Champions League, and they were playing a Danish team. I was sitting on the bench with the players, because I had to translate anything that the referees said.

B That sounds exciting.

A It was very exciting, because a Spanish team had never won the Champions League, and everybody thought the Danish team were going to win. And by half time, the Spanish team were losing by eight goals, which is a lot in handball.

B What happened next?

A Suddenly every time the Danish team tried to score a goal, our goalkeeper stopped it. And every time she stopped one, the Spanish team then counter-attacked and got a goal themselves. And in the end they won the match.

B How amazing!

A Yes, we couldn't believe it. We were all jumping up and down, we were so happy. I'll never forget it.

5.16

Well, I used to be a teacher, and I taught English to adults in Indonesia for a few years, and I met my wife there, um, in the school that I was working in. She was a student at the school – ah, not my class, I should point out – just a student at the school, and one day in the corridor I was walking to class, and she was running through the corridor because she was late for class – she didn't use to be very punctual in those days. And she crashed into me, and I was on my way to class, so I was carrying a whole load of things and I dropped all my books, all my papers, all my pens...they went all over the floor. And did she help me to pick them up? Nope! She just ran off, laughing; she thought it was very funny. So...you could say it wasn't love at first sight. But we became friends after that, and we sometimes used to have tea or a beer together. And after being friends for, I think, three years, we got together – became boyfriend and girlfriend – and then a few years later, we got engaged, and then we got married – and now we've been married for 12 years.

5.21

Rickie You're listening to Radio Oxford and I'm Rickie Hammond.

Joanna And I'm Joanna Keys.

Rickie Now, I wonder how many of you know what today is? Well, it's Friendship Day! All over the world today people are celebrating those wonderful people called friends.

We've been doing some research this morning about friends and we've discovered five fascinating facts about friends for you. Just listen to these. Joanna?

Joanna Friends fact number one

Animals have friends, too! Yes, apparently, we humans aren't the only ones who have friends. There's strong evidence that animals like chimpanzees, horses, elephants, dolphins, and even bats can form friendships for life. And they even make friends with animals that aren't from their species!

Rickie Friends fact number two

We have more real friends thanks to social media! You may find this hard to believe, but since the invention of the internet, and especially since social media came on the scene, we actually have more real-world friends than before. People always say we're so busy with our online friends that we don't have time for our real friends. But in fact the opposite is true. A doctor in Psychology at Sheffield Hallam University has done some research that shows that the internet actually helps us to keep up friendships. And why is that? Because with social media it's easier to stay in touch. In the past we used to lose touch with friends because of distance or lack of time. So now you know...

Joanna Friends fact number three.

Having friends at work makes you more productive. Now, you probably think that if you have lots of friends at work you waste a lot of time gossiping with them. Well, listen to this. According to various studies, having friends at work makes you more productive and more creative. And I can believe that because, you know, if you have friends at work you're going to be happier, which in turn probably makes you work better. Just one thing though – don't be friends with your boss! That might make your colleagues trust you less, and they might think you got your job because of your friendship.

Rickie Friends fact number four

Love can make you lose two friends. Yep, it's a sad fact that you can lose two friends when you fall in love. According to the anthropologist Robin Dunbar, who's studied the effect that love has on friendship, when a new person comes into your life, he – or she, of course – displaces two other people in your circle of friends. He says that when you're in love, you spend less time with your friends, and this means that friendships deteriorate. And you know something, from my experience that's true.

Joanna Friends fact number five

So this is the last one, and it's good news! Friendship is good for your health. People who have a lot of friends are less stressed and live longer. Research shows that you are 50% more likely to have a long life if you have a good social network.

So now we're asking you to choose a song for a special friend. Call us or text us on 08081 570 892. The lines are open now, and our first caller is Mandy from Didcot.

Caller Hi, Joanna! Can you play 'I'll be there for you' for my best friend? Her name's Annie and I love her to bits...

5.22

A I'm going to talk about going on holiday with a friend. I think it's a bad idea to go on holiday with only one friend. The main reason is that with a group of people, everyone can choose different activities, and there's always someone to do something with you. For example, I went to Greece with a group of friends, and some people went to the beach every day, but other people went to see the temples and museums. It worked really well. Also, if you have an argument with one person, there are other people to talk to instead.

B So true.

A Another reason is that you might not know your friend as well as you think. For instance, I once went to Paris with a friend, and we did a lot of sightseeing, and I walk very fast, but she walked really, really slowly and it was so annoying. It didn't end the relationship. I mean, we're still friends, but we've never been on holiday together again.

6.6

Part 1

Interviewer So tell me, how did you get involved in the film, Dagmara?

Dagmara Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time, studying English. And the film company set up their production office here three months before they started shooting the film and I got a job there as a production assistant, preparing and translating documents and the script.

Interviewer But how did you get the job as Steven Spielberg's interpreter?

Dagmara Well, it was a complete coincidence. Just before the shooting started, there was a big party in one of the hotels in Krakow for all the actors and the film crew, and I was invited, too. When I arrived at the party the Polish producer of the film came up to me and said, 'The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech.'

Interviewer How did you feel about that?

Dagmara I couldn't believe it! I was just a student – I had no experience of interpreting – and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple of glasses of champagne to give myself courage. I must have done a pretty good job though, because soon afterwards Spielberg came up to me to say thank you and then he said, 'I'd like you to be my interpreter for the whole film.' I was so stunned I had to pinch myself to believe that this was happening to me.

6.8

Part 2

Interviewer So what exactly did you have to do?

Dagmara I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting, and I often felt as if I was a director myself.

Interviewer So, was it a difficult job?

Dagmara Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as 16 times – and then sometimes I would think that maybe it was my fault – that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right and Spielberg started shouting at me because he was stressed. Eventually, we got it right and then he apologized, and I cried a little, because I was also very stressed – and after that it was all right again.

Interviewer So, was Spielberg difficult to work with?

Dagmara Not at all. I mean, he was very demanding, I had to do my best every day, but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold – it was freezing on the set most of the time – and he would make sure that I had a warm coat and gloves and things.

Interviewer Did you ever get to be an extra?

Dagmara Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one, I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming. And that was the end of my 'acting career'. I still have the photos of me looking like a girl from the 40s, though!

Interviewer Have you ever worked with Spielberg again?

Dagmara Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me to come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland – so in the end, I decided not to go.

Interviewer Do you regret it?

Dagmara Not at all. I had my moment, and it was unforgettable, but that was it!

6.16

Danish Sheikh tells me that people with charisma do two basic things. They project their own personality, but at the same time they also make other people feel important. Sheikh's lessons are designed to help me to do both of these things, and in the next 48 hours I learn a lot.

Projecting your own personality is difficult to learn. Nobody likes people who talk about how fantastic they are, but nobody remembers people who don't say anything about themselves. Sheikh says the solution is to talk about yourself enough, but not too much.

People with charisma also feel confident. Sheikh gives me advice to help me feel more confident, for example, when I walk into a meeting or a party. He tells me to remember a time in the past when I was successful. This positive memory will stop me from feeling afraid or anxious.

Body language is also important. We practise it together, including how to stand like a gorilla, with your feet apart and your arms wide – this shows that you're an important person. Sheikh also tells me how to enter a room. You have to have your chin up and your shoulders back. He tells me to make eye contact with the people I'm talking to, but not for too long – maximum four seconds – it's important not to stare. We also study hand gestures – you shouldn't use them too much.

Finally, conversation. I learn that it's important not to speak too fast or too slowly. You need to vary your speed to keep your listener's attention. But the most important thing of all is listening carefully. If you show interest in people, it makes them feel special. But if you're not really listening, the person you're talking to notices very quickly, so you need to make sure you really concentrate on what they're saying.

At the end of the two days, I have a practical test...

6.17

At the end of the two days, I have a practical test. I go to a pub with Sheikh, and I have to talk to strangers. I start talking to people and it goes OK. I don't think English people really like it when a stranger starts speaking to them, but we laugh and I have some interesting conversations. Occasionally, Sheikh gives me advice. He reminds me to make eye contact with everyone I'm talking to, and tells me not to cross my arms, that kind of thing.

As we leave the pub, we shake hands. He says that the course has been good for me, and he gives me a thumbs-up. So have I changed? Am I more charismatic? Not exactly – I'm never going to stand like a gorilla again, for example. But perhaps charisma is simpler than that anyway; it's about understanding who you are better, and showing the best version of yourself.

7.7

Episode 2: the 1920s–1930s

In this episode the children learn Esperanto. This language of international communication was invented in the 19th century and became popular in the period between the two World Wars. It was called 'the language of peace'. To help them learn it, teachers use the latest technology – a record player, or 'gramophone' as it was called then. There are school medical checks, and the children have to take a spoonful of a medicine called cod liver oil every day, for extra vitamins – they all hate it! Children of all ages also have to have a sleep every afternoon, as it's considered important for their health. In lessons, the girls aren't happy when they discover that the boys are studying science, while they have to look after dolls to teach them how to look after babies when they have them! And it's not just the female pupils who are treated differently; female teacher Sue must leave when she gets married.

Episode 3: the 1940s–1950s

The Second World War has ended, and a revolution in education has begun. There is a new exam for children called the 11 plus which separates the academic and less-academic children. Health is still very important, and children get a free bottle of milk every day. Learning is all based on memorizing facts. The girls now do some academic subjects like English and history, but they also do some 'girls' subjects'; for example, they have 'deportment' lessons, where they practise balancing books on their heads to learn how to walk gracefully. For the boys, on the other hand, apart from doing all their academic subjects, they also go cross-country running – a sport where they run long distances in the countryside. This is because being athletic was now considered very important.

Episode 4: the 1960s

In the 60s, the class try out a different school called a Secondary Modern. Education is now less formal, and they study vocational subjects to prepare them for certain types of jobs. Boys and girls are separated again: typewriting for girls and bricklaying for boys. Then there's cookery for girls, and the boys learn to drive, something that is considered a vital skill for male school-leavers. They still have to do maths, though, and this is one of the few lessons where boys and girls are mixed.

Episode 5: the 1970s

In the 1970s, the children are at a new type of school called a Comprehensive. Finally, boys and girls are mixed for all lessons. The curriculum expands to include new subjects like business and air travel – they even have a life-size model plane in the classroom. Although education now is more experimental, school rules are still strict, especially as regards uniform and appearance, and the children rebel. The girls want to wear short skirts and the boys want to have long hair, both of which are forbidden. Three of the pupils in the programme are kept in after school as a punishment for breaking the rules!

Episode 6: the 1980s

The pupils arrive in the 1980s, where technology is changing fast. In the maths class, they try out a computer for the first time. School meals have also changed. Fast food is now served in a canteen, and children can choose what they want to eat – for the very first time they can have chips! The only area where boys and girls do different things is in PE lessons. Boys still have to do cross-country running, for example, but the girls can take part in a new sport – rhythmic gymnastics.

Episode 7: the 1990s

By the 1990s, many of the changes at school are to do with extra-curricular activities and how pupils spend their free time. The children raise money for charity by performing a fashion show for their friends and family. In break time, they exchange football stickers, or play with toys such as the Game Boy and their pet Tamagotchis. But the biggest change of all takes place in their computer class. They get the chance to use an early dial-up modem, and access the very first world wide website. Education will never really be the same again.

7.10

The topic I've chosen is 'All children should play a team sport at school'.

I completely agree for the following reasons. First of all, I think that doing any kind of sport is a really positive thing for children. It's good for their health and apparently, it helps children to learn better.

My second point is that team sports are good for building relationships. Children learn how to work together.

Another important point is that they can use the team skills they learn from sport in other areas of their life.

Finally, being part of a team is a great experience. It doesn't matter if you're not good at a sport – you can still enjoy playing the game with your friends.

8.8

Part 1

Interviewer Whose idea was it to go on the programme?

Joe It was my idea. I applied without telling my business partner Jake. Of course, I never really expected to get on it. But then they phoned me from the BBC and said, 'You're on the programme', so that's when I told him.

Interviewer Did you spend a long time preparing your pitch?

Joe Yes. We worked really hard, and we practised a lot so that we knew the pitch word for word. The evening before the show we actually went for a run – up in Manchester, where it's filmed – and we went running together just repeating the pitch over and over again.

Interviewer How did you feel when you arrived at the Den?

Joe Erm, well, we were told to get to the set at about 11.00 the night before, because you had to prepare everything in advance, like any furniture you need, things like that. It was freezing cold, and we were exhausted – we didn't get back to our hotel until the middle of the night – and a car came to pick us up a few hours later, at half five in the morning.

Interviewer What time did you actually do your pitch?

Joe Erm, 11.30. So we were lucky because we were the first in that particular programme.

Interviewer Why lucky?

Joe Because we didn't have to wait too long. The other contestants spent ages just waiting around. Some of them – the ones who are on last – had to wait 12 hours!

Interviewer Did you meet the Dragons before you went in to do the pitch?

Joe No. You're not allowed to. Like, if you go to the toilet before you go on, someone has to escort you in case you meet a Dragon. So the first time you see them is when you go into the Den.

8.9

Part 2

Interviewer What were the Dragons like?

Joe Well, they're obviously told by the producers to be really unfriendly and aggressive. So I remember thinking, when the doors opened and we walked in, what I wanted to do was just to smile at one of them. That was my way of making myself relaxed. And I looked at Deborah Meaden, because she was in the middle, and I smiled at her, but she just, you know, stared at me, stony-faced, to make me feel nervous. And it worked.

Interviewer Did you think you did a good presentation?

Joe Yeah, we did. But Jake, who usually never gets anything wrong, he forgot his first words, and he just never does that. So we both thought, when he got the introduction wrong, that it was going to go badly, but it didn't.

Interviewer So what happened after you'd done your pitch?

Joe Yeah, well, four of the Dragons said, 'I'm out'. They said they weren't interested. So we were feeling pretty depressed, pretty negative.

Interviewer And then?

Joe The last Dragon was Peter. And he's quite scary – he's incredibly tall, over two metres. And at first he really criticized us. But then he told us he had a big chain of camera shops called Jessops and they were starting online printing and photo framing as part of their business. And then he said, 'I've got 15 guys in Hong Kong (SAR) trying to do what you guys are doing, but you guys are doing it better. I'm going to offer you both a job.'

Interviewer Were you very surprised?

Joe Totally, because it had never happened on Dragons' Den before. In ten years, they'd never offered someone a job.

Interviewer So he offered you jobs just like that?

Joe Well, his offer was that he wanted to have our business, and for us to work with him at Jessops.

Interviewer With a good salary?

Joe Very.

Interviewer So what did you do?

8.10

Part 3

Joe It was very stressful because we knew we had to make a decision immediately. So Jake said, 'Yes, let's take the jobs', but I said, 'You don't want to work for Jessops'. And he stayed silent and I said, 'I don't want to work for Jessops'. I mean, neither of us were in a position where we could have dropped everything and gone and worked for Jessops full-time. It was completely..., it was ridiculous.

Interviewer So you said no?

Joe That's right.

Interviewer Have you ever regretted saying no?

Joe No, not for a second. It was still early days for us then, so we were still kind of having fun and enjoying running our own business. And things worked out well for us. Frame Again was successful, and eventually we sold the business.

Interviewer But not to one of the Dragons?

Joe No, but that would have been perfect!

8.14

Hello and welcome to *How's Business?* Today we're going to look at how social media can make a big difference for some businesses. And I'd like to start with the story of Dave Carroll, a Canadian singer-songwriter, who had a very bad experience with United Airlines.

Dave and his band were flying with United Airlines from Halifax, in Nova Scotia, to Omaha, in Nebraska, with a stopover in Chicago. As they were waiting to get off the plane in Chicago, they heard another passenger say, 'My God! They're throwing guitars out there!'

One of the band members looked out of the plane window, and saw that the baggage handlers, who were taking the luggage off the plane, weren't being careful with the band's guitars – they were throwing them. The band were very worried and they immediately complained to United Airlines, but nobody listened to them.

When they arrived in Omaha, Dave discovered that part of his very expensive Taylor guitar had been damaged. It cost him $1,200 to get it repaired. For nine months he tried to claim compensation from United Airlines. He phoned and emailed their offices in Halifax, Chicago, and New York without success. In the end he even suggested that instead of money, they could give him $1,200 of flight tickets. But after all his complaints and suggestions, United simply said, 'No'.

So, what else could a singer-songwriter do? Dave wrote a song about his experience, and produced a music video to go with it. The song was called 'United Breaks Guitars'. He posted the video on YouTube and it was a huge hit. The song reached number 1 on the iTunes music store within a week. Dave decided to produce two more videos, which he also posted on YouTube.

Four days later, after one million views of the first video, United Airlines contacted Dave and offered him a payment – they said he had one chance to accept, and he wouldn't get a better offer from them.

He refused, and suggested they gave the money to charity. Of course, the impact of Dave's song went far beyond YouTube. Soon newspapers, websites, TV, and radio stations all over North America were doing stories about the song. Dave was interviewed on many radio and TV shows where, of course, he retold the story of how 'United Breaks Guitars'. He did over 200 interviews in the first three months!

Dave Carroll's favourite guitar was damaged, but in the end United Airlines were the bigger losers. After the bad publicity, the BBC reported that United Airlines' share price had dropped by 10% within four weeks.

which means that the company lost an incredible $180 million. It would have been much cheaper to repair Dave's guitar. Since, then, Dave's first music video has had over 22 million views.

9.1

Here are three of the best stories people sent to me at Solo Traveler. First, Katya. Katya was in Argentina to see the famous Iguazu Falls. She'd just arrived in Puerto Iguazu, the nearest town to the falls. It was 10 p.m. at night. She'd booked a room in a hostel, but when she tried to find it, it just didn't seem to exist. She walked around town for a long time, but she had no luck, and in the end, she stopped at a bar and asked the owner and his wife for help. It turned out that the hostel had given her the wrong address. The kind bar owner ended up driving her around town at two o'clock in the morning to try to find the hostel. In the end, they found the place, but the front desk was closed for the night. So then the bar owner drove her to a small hotel that was still open, so she could get a room for the night. He even negotiated the price for her as he was worried it would be too expensive, so it only cost her the same as the hostel. Katya says she can't believe how incredibly kind he was.

What a great story. Now, this is Gerry's story.

Gerry was on a solo trip to France. While he was in Paris, one day he was in a hurry. He ran across the street and tripped on the kerb. He fell flat on his face on the sidewalk and cut his face badly – it was bleeding a lot. He was lying on the sidewalk, and a group of boys, about 13 or 14 years old, came over to him. They helped him to stand up and they took him to sit down on a bench. One of the boys gave him some tissues to stop the bleeding. Then another boy ran to a nearby school to ask the school nurse to have a look at Gerry, and all the other boys helped him to walk slowly along the road to the school. They couldn't go in with him, so they waved goodbye and ran off. Gerry says that the whole experience could have been much worse, but the kindness of those young men really cheered him up.

And finally, this is what happened to Jenn. Jenn was at the airport in Lisbon. She was on her way first to London and then back to the US. She thought she'd allowed plenty of time to check in, but when she got to the airport, there was a huge line, of several hundred people. She was absolutely convinced that she would miss her flight – she was panicking, and talking aloud to herself, saying, 'What am I going to do?' Then a man in the line asked her, in English, if he could help. She explained that she had a flight to London and the man told her she was actually in the line for a flight to Brazil. He wasn't sure where she needed to be, but he stepped out of his line, found the line she needed to be in, which was much shorter, and showed her where to go. The person behind him saved his place while he made sure Jenn was OK. Jenn says if it wasn't for the kindness of this man, she would have had a complete panic attack!

I love these stories of the kindness of strangers. Keep sending your stories in – we love to hear from all those solo travelers out there.

9.9

We're more dependent on power than ever before, thanks to our phone addiction, and because many people work from home more often, using laptops. So how difficult would life be for 24 hours without power?

I decided to find out.

7 a.m. – 9 a.m.

Laptop battery: 95% Phone battery: 100%

Tablet battery: 65%

It's ten minutes since my alarm went off. I set it on my phone, which I charged overnight – my last blast of electricity for the next 24 hours. Already I'm realizing quite how dependent we are on power. My usual morning shower isn't possible. Neither is breakfast. I look sadly at the electric kettle. I can't even boil some water in a saucepan. My hob needs power. My toaster needs power. Everything in my modern home seems to need power. I read the news on my tablet and the battery life drops from 65% to 55% in a few minutes. Uh-oh.

9 a.m. – midday

Laptop battery: 72% Phone battery: 91%

Tablet battery: 55%

I sit down to work at my laptop. By 10 a.m., it's down to 72% battery. Someone gets in touch to ask me to Skype, but Skype calls really drain the power. I close down unnecessary programs and turn the brightness of my screen down to its lowest level. I can't use the wi-fi because my internet router is turned off. I can only use my mobile data, but I decide not to use it because I'm worried that it will use up my phone battery very quickly. A researcher at Queensland University of Technology, who has studied 'battery anxiety', says that when our battery life drops to 20%, we start thinking about what we actually need to do compared to what we want to do. Do we need to scroll through TikTok? I think we all know the answer to that.

Midday – 2 p.m.

Laptop battery: 39% Phone battery: 86%

Tablet battery: 54%

Normally for lunch, I'd reheat yesterday's pizza in the oven. But that's not possible, so I eat cold meats, and drink a warm Diet Coke, because the fridge is also off! I'm trying to avoid opening the fridge as much as possible; if the door is shut, food should be OK for four to six hours in the fridge, and 15 to 24 hours in the freezer before you need to throw it away.

2 p.m.–6 p.m.

Laptop battery: 0% Phone battery: 69%

Tablet battery: 36%

Finally, my laptop battery dies just after lunch. Thankfully, I can continue to work in the cloud on my phone. I do this for a while, but the small screen makes typing very difficult and I want to shout at the screen! I go for a walk – only I can't listen to music or the radio on my phone, as I usually would. I think nostalgically of the battery-operated Walkman of the 1980s...

6 p.m. onwards

Laptop battery: 0% Phone battery: 44%

Tablet battery: 26%

There's not much power left and it's getting dark. How on earth did people keep themselves busy in the evenings before electricity? I call a friend named Joel. Two and a half years ago, he decided to live off-grid and now he lives in a tent in a field. I ask Joel what to do with my long Friday evening. He thinks for a minute. 'Cook yourself a really nice meal,' he says, sounding very chilled. 'But I have an electric cooker,' I say. Joel's surprised – he cooks his food outside over a fire. Then I have a flash of inspiration. My car has enough petrol in it to get to a takeaway. As my phone charge drops to 20%, I drive out to pick up dinner. For the next hour, my girlfriend and I sit in the dark eating fried chicken. Then we decide to have an early night. And with hardly any phone battery left, I won't be able to rely on my alarm to wake me up tomorrow.

10.4

1 The red phone box

In 1924, the Post Office organized a competition to design a new phone box. The winner was the architect Giles Gilbert Scott, who also designed Liverpool Cathedral and the building that is now Tate Modern. The first phone box was built in London in 1926. It was painted red to make it easy to see at a distance, although Scott had originally suggested silver with a blue interior. With the arrival of mobile phones in the 21st century, people didn't need phone boxes any more, and most of them have now been removed. However, today they are considered design icons of historic importance, and several are now tourist attractions, including one of the original ones next to the Royal Academy of Arts in Piccadilly. Others have found new lives in local communities, as mini-libraries or art galleries, and a very few still survive as working phones.

2 The Anglepoise lamp

George Carwardine was an engineer, who specialized in suspension systems for cars. He worked for car manufacturers for several years, but when the company he was working for went bankrupt, he decided to set up a small company on his own. He had a little workshop in his garden, and there he designed a lamp which could be moved in different directions, inspired by the human arm. He licensed his design to a company which made the springs for his lamps, and in 1935 they brought out the three-spring Anglepoise desk lamp. It was an instant success, and the exact same model, the Anglepoise 1227, is still made today. Carwardine later developed many variations on the original design, including lamps for hospital operating theatres and for military aeroplanes. But it is the classic ever-popular Anglepoise 1227 which is today considered an iconic British design.

3 The Penguin book covers

Penguin Books was started in 1935, although the classic cover was not designed until eleven years later. In 1935, publisher Allen Lane was at a bookstall on a railway platform looking for something to read, but he could only find magazines. He decided that people needed to be able to buy books that were good quality fiction, but cheap, and not just in traditional bookshops but also on railway stations and in chain stores. Lane wanted a dignified but amusing symbol for the new books and his secretary suggested a penguin, so graphic designer Edward Young was sent to London Zoo to make drawings of penguins. The first Penguin paperbacks appeared in the summer of 1935. They included the works of Agatha Christie and the American writer Ernest Hemingway. The classic book cover was designed by Young in 1946. The books were colour coded – orange for fiction, blue for biography, and green for crime. The way people thought about books had changed forever – the paperback revolution had begun.

The cover designs of Penguin books have changed a lot over the years, but the original 1946 cover, which is considered a design icon, was recently brought back, and is also used on mugs, notebooks, and other items.

4 The miniskirt

The 1960s was famous for many things from the Beatles to the first man on the moon, but the miniskirt remains one of the decade's most long-lasting icons. Mary Quant was a British fashion designer, who had a boutique called Bazaar in the King's Road, the most fashionable shopping street of the time. As a girl, she had always tried to make her school uniform skirt shorter, 'to be more exciting-looking'. In 1966, she saw a group of tap dancers at a nearby school in very short skirts, with socks and dance shoes. This inspired her to create the miniskirt, which she named after her favourite car, the Mini. However, the miniskirt was not popular with everyone. Coco Chanel described it as 'just awful'. But Quant's customers loved it. Before the 1960s, young women had been expected to dress like their mothers, but this was about young people looking young. Although 1960s fashion soon changed to the long hippy clothes of the 1970s, the miniskirt has never disappeared, and is still worn today by women of all ages all over the world.

10.7

Part 1

Interviewer Good morning and thank you for coming, Mr Morton – or should it be Inspector Morton – you were a detective with Scotland Yard, weren't you?

Morton Yes, that's right. For 25 years. I retired last year.

Interviewer People today are still fascinated by the identity of Jack the Ripper, over 130 years after the crimes were committed. It's incredible, isn't it?

Morton Well, it's not really that surprising. People are always interested in unsolved murders – and Jack the Ripper has become a sort of cult horror figure.

Interviewer So what can you tell us about some of the new theories about his identity?

Morton Well, a recent new theory was put forward by a crime historian called Jan Bondeson. He thinks that Jack the Ripper was a Dutch sailor called Hendrik de Jong.

Interviewer What evidence does he have?

Morton Well, de Jong was definitely a murderer. He killed four women in Holland and Belgium, including two of his ex-wives. He also travelled to London a lot, and he was there when the Jack the Ripper murders took place. He also matches the descriptions we have of Jack the Ripper.

Interviewer How credible is his theory?

Morton Well, even Dr Bondeson says that it's impossible to know for certain if de Jong was Jack the Ripper. I would say it's possible, but there isn't really enough conclusive evidence.

10.8

Part 2

Interviewer The next recent theory I'm interested in comes from the film director Bruce Robinson, who wrote a book in 2016 called *They All Love Jack*. What can you tell us about it?

Morton Bruce Robinson is convinced that Jack the Ripper was in fact Michael Maybrick, the brother of one of the original suspects, James Maybrick. He thinks that the style of the murders indicates that there was a connection with the Freemasons – which both brothers were.

Interviewer What did Michael do?

Morton He was a popular singer and composer of songs at the time, and Robinson thinks that the Ripper's letters are similar in style to some of his songs, and the fact that they were posted from so many different parts of the UK makes sense because Michael was on tour at the time. Robinson thinks he was a psychopath, and was responsible for at least 16 more murders that took place in England later. He even thinks that Michael went on to murder his brother James.

Interviewer But he was never arrested, was he?

Morton No, he wasn't. However, Bruce thinks that by 1893 the police had begun to suspect him, but because many of the police themselves were Freemasons, they allowed him to escape to the Isle of Wight, where he lived for the rest of his life.

Interviewer And what do you do think?

Morton I think the book is well researched, but I don't really believe his conspiracy theory, that the police knew it was Michael and let him get away. I think the reason the Ripper was never caught was because the police were incompetent, not corrupt.

10.9

Part 3

Interviewer Finally, let's talk about Patricia Cornwell's research. In her 2002 book *Jack the Ripper – Case Closed*, she said that she had identified the murderer and that she was convinced that Jack the Ripper was in fact Walter Sickert, the painter. What evidence did she put forward to support this claim?

Morton Well, she mainly used DNA analysis. She actually spent over £2,000,000 buying 32 paintings by Sickert. She cut up one of them to get the DNA from it – people in the art world were furious.

Interviewer I can imagine.

Morton And then she compared the DNA from the painting with DNA taken from the letters that Jack the Ripper sent to the police. Patricia Cornwell said that she was 99% certain that Walter Sickert was Jack the Ripper.

Interviewer And now she's written a new book with more evidence.

Morton Yes, it's called *Ripper: The Secret Life of Walter Sickert*. She says she's found new evidence, including letters which were written by Jack the Ripper and by Walter Sickert on the same very unusual type of paper. She also points out that some of his paintings are very violent and frightening.

Interviewer But you don't think she's right, do you?

Morton Well, I think she might be right. She has a lot of evidence, although I don't think it's completely reliable. And a lot of people think she's wrong!

Interviewer So, who do you think the murderer was?

Morton I can't tell you because I don't know.

Interviewer Do you think we'll ever solve the mystery?

Morton Yes, I think one day the mystery will be solved. Some new evidence will appear that proves 100% who Jack the Ripper was, and we'll be able to say that the case is finally closed. But at the moment it's still a mystery, and people like a good mystery.

10.15

Part 2

Holmes What do you think, Watson?

Watson said Holmes, when our visitor left. 'It's a mystery to me,' I answered. 'What are you going to do?'

Holmes Think. Don't speak to me for 50 minutes!

Watson Holmes settled himself in his chair and closed his eyes. Just when I thought he had fallen asleep, he suddenly jumped up out of his chair.

Holmes Come on, Watson, let's visit Coburg Square.

Watson We took the Underground and walked a short way to Coburg Square. It was a poor little place with small brick houses. On one house there was a sign with 'Jabez Wilson' in white letters. It was the shop of our red-haired client. Holmes looked it all over. He hit the pavement in front of the shop with his stick two or three times. He walked slowly up and down the street, looking carefully at the other houses. Finally, he went to the front door of the shop and rang the bell. It was opened by a young man with a pale face.

Holmes Can you tell me how to get to the Strand?

Watson asked Holmes.

Vincent Third right, fourth left.

Watson answered the man, closing the door. 'That was Mr Wilson's assistant, Vincent,' I said. 'Did you ask the way so that you could see him?'

Holmes Not him.

Watson said Holmes. 'What then?' I asked.

Holmes I wanted to see the knees of his trousers. Now let's explore what's in the next street.

Watson We turned the corner out of Coburg Square into one of the main streets in the City. It was difficult to believe that these expensive shops and businesses were immediately behind the buildings in the poor square.

Holmes Let me see.

Watson said Holmes.

Holmes Here we have a tobacconist, a newspaper shop, a vegetarian restaurant, and the City Bank...

Watson He looked thoughtful. Then he said,

Holmes I have some business to do. This case is serious. Be ready tonight at 10.00. I hope we will be in time to prevent a serious crime. There may be some danger, so bring your gun.

Watson He waved goodbye and disappeared into the crowd.

10.17

Part 4

Watson We waited and waited. From my position behind the box, I could see across the stone floor of the cellar. Suddenly I saw a thin line of light. A small hole opened in the floor and a hand appeared. Then one of the stones was pushed up, and we could see the light from a lantern. A pale face appeared, and then a young man climbed out of the hole and pulled up after him another man with bright red hair. It was Vincent and the manager from the office of the Red-Headed League! Sherlock Holmes jumped out from his hiding place and he caught Vincent. He had a gun, but Holmes hit his hand and the gun fell to the floor. The second man quickly went back down the hole.

Holmes He won't escape.

Watson cried Holmes.

Holmes The police are waiting for him.

Vincent Oh really?

Watson said Vincent.

Vincent Congratulations. You have been very clever.

Holmes You too.

Watson said Holmes.

Holmes Your red-headed idea was very new and effective.

Watson Vincent was taken to the police station, and Mr Merryweather thanked Holmes for catching the bank robbers. Back at Baker Street, Holmes explained everything.

Holmes You see, Watson, the only possible reason for The Red-Headed League was to get Mr Wilson out of his shop for a few hours every day. They put in the advertisement, they set up the office of The Red-Headed League and then Vincent went to work for Mr Wilson. He needed to persuade him to apply for the job. When I heard that Vincent was working for half pay and spent a lot of time in the cellar, I realized that he was doing something there which took many hours a day for several months. It had to be a tunnel to another building. When I hit the pavement with my stick, I discovered that the shop's cellar was behind the shop, not in front. When I looked at Vincent's knees, I saw that they were dirty from hours of digging. I walked round the corner and saw that the City Bank was directly behind Mr Wilson's shop. Then I felt I had solved the problem. So I called the police and the bank director.

Watson 'But how did you know that they were planning to do the robbery tonight?' I asked.

Holmes Well, when they closed the office of The Red-Headed League, it was a sign that they didn't care about Mr Wilson any more, so I was sure that they had completed the tunnel. But they needed to act quickly before the tunnel was discovered.

Watson 'You solved it beautifully!' I exclaimed.

Holmes Thank you, Watson. It saved me from being bored.

present simple and continuous, action and non-action verbs

present simple: *I live*, *he works*, etc.

1.9

1 I **live** in Santiago. She **works** in a restaurant.
We **don't eat** meat. Jacob **doesn't wear** glasses.
Where **do** you **live**? **Does** the supermarket **open** on Sundays?
2 She usually **has** cereal for breakfast.
I'm never late for work.
We only **eat out** about once a month.

1 We use the present simple for things that are always true, or happen regularly.

- Remember the spelling rules for third person singular, e.g. *lives*, *studies*, *watches*.
- Use **ASI** (**A**uxiliary, **S**ubject, **I**nfinitive) or **QuASI** (**Qu**estion word, **A**uxiliary, **S**ubject, **I**nfinitive) to help you with word order in questions.

  Do you know David? What time does the film start?

2 We often use the present simple with adverbs of frequency, e.g. *usually*, *never*, or expressions of frequency, e.g. *every day*, *once a week*.

- Adverbs of frequency go before the main verb and after *be*.
- Expressions of frequency usually go at the end of the sentence or verb phrase.

present continuous: *be* + verb + *ing*

1.10

A Is your sister still **going out** with Adam?
B No, they broke up. She **isn't going out** with anyone now.
The phone**'s ringing**. Can you answer it?
House prices **are going up** very fast at the moment.

- We use the present continuous (**NOT** the present simple) for actions in progress at the time of speaking, e.g. things that are happening now or around now. These are normally temporary, not habitual, actions.
- Remember the spelling rules, e.g. *living*, *studying*, *getting*.
- We also use the present continuous for future arrangements (see **1B**).

action and non-action verbs

1.11

A What **are** you **looking** for?
B My car keys.
A I'll help you in a moment.
B But I **need** them now!

A What **are** you **cooking**? It **smells** delicious.
B I**'m making** pasta.
A Great! I **love** pasta.

- Verbs which describe **actions**, e.g. *cook*, *make*, can be used in the present simple or continuous.

  *I'm **making** lunch. I usually **make** lunch at the weekend.*
- Verbs which describe **states** or **feelings** (**NOT** actions), e.g. *be*, *need*, *love*, are **non-action verbs**. They are not usually used in the present continuous, even if we mean 'now'.
- Common non-action verbs are: *agree*, *be*, *believe*, *belong*, *depend*, *forget*, *hate*, *hear*, *know*, *like*, *love*, *matter*, *mean*, *need*, *prefer*, *realize*, *recognize*, *remember*, *seem*, *suppose*, *want*.
- Verbs of the senses are normally also non-action, e.g. *look*, *smell*, *taste*, and *sound*.

Verbs that can be both action and non-action

A few verbs have an action and a non-action meaning, e.g. *have* and *think*.

I can't talk now. I'm having lunch. = action (*have* lunch)
I have a cat now. = non-action (possession)
What are you thinking about? = action (*think* about sth)
I think this music's great. = non-action (opinion)

a [✓ Circle] the correct form, present simple or continuous.

[✓ *I don't believe*] / *I'm not believing* that you cooked this meal yourself.

1 Come on, let's order. The waiter *comes* / [✓ *is coming*].
2 Kate [✓ *doesn't want*] / *isn't wanting* to have dinner now. She isn't hungry.
3 The head chef is ill, so he ~~*doesn't work*~~ / [✓ *isn't working*] today.
4 The bill [✓ *seems*] / *is seeming* very expensive to me.
5 We've had an argument and now we ~~*don't speak*~~ / [✓ *aren't speaking*] to each other.
6 I [✓ *think*] / *am thinking* my diet is quite healthy these days.
7 [✓ *Do we need*] / *Are we needing* to go shopping today?
8 Can I call you back? *I have* / [✓ *I'm having*] lunch right now.
9 I didn't use to like oily fish, but now [✓ *I love*] / *I'm loving* it!
10 Your cake is wonderful! It [✓ *tastes*] / *is tasting* like one my mother used to make.

b Complete with the present simple or present continuous forms of the verbs in brackets.

We *don't go* to Chinese restaurants very often. (not go)

1 I have high cholesterol, so I never eat fried food. (have, eat) ✓
2 Are you taking any vitamins at the moment? (take) ✓
3 Don't eat the spinach if you don't like it. (not like)
4 Does your boyfriend know how to cook fish? (know) ✓
5 We order takeaway pizzas once a week. (order) ✓
6 What are your sister makin? It smells delicious! (make, smell)
7 You look sad. What Are you thinking about? (think) ✓
8 I think the diet in my country is getting worse. (think, get) ✓
9 How often do you have seafood? (have) ✓
10 I don't usually cook red meat. (not cook) ✓

p.11

future forms: present continuous, *be going to*, *will / won't*

be going to + infinitive

future plans and intentions 1.13

My sister**'s going to adopt** a child.

Are you **going to buy** a new car or a second-hand one?

I'm not going to go home for the holidays. It's too far.

predictions 1.14

Barcelona **are going to win**. They're playing really well.

Look at those black clouds. I think **it's going to rain**.

- We use *be going to* (**NOT** *will / won't*) when we have already decided to do something. **NOT** ~~*My sister will adopt a child.*~~
- We also use *be going to* to make a prediction about the future, especially when we have some evidence (e.g. *we can see black clouds*).

present continuous: *be* + verb + *-ing*

future arrangements 1.15

Lorna and Jamie **are getting** married in October.

We're meeting at 10 o'clock tomorrow in Angelo's office.

Ali's leaving on Friday and **coming back** next Tuesday.

- We often use the present continuous for future arrangements.
- There is very little difference between the present continuous and *be going to* for future plans / arrangements and often you can use either.
  - *be going to* shows that you have made a decision.
    We're going to get married next year.
  - the present continuous emphasizes that you have made the arrangements.
    We're getting married on October 12th. (= we've booked the venue)
- We often use the present continuous with verbs relating to travel arrangements, e.g. *go*, *come*, *arrive*, *leave*, etc.
  He's arriving tomorrow and leaving on Thursday.

will / shall + infinitive

I'll have the steak.

instant decisions, promises, offers, predictions, future facts, suggestions 1.16

1 **I'll have** the steak. (instant decision)
I won't tell anybody where you are. (promise)
I'll carry that bag for you. (offer)
You'll love New York! (prediction)
Next year Christmas Day **will be** on a Thursday. (future fact)

2 **Shall** I **help** you with your homework? (offer)
Shall we **eat** out tonight? (suggestion)

1 We use *will / won't* (**NOT** the present simple) for instant decisions, promises, and offers.
NOT ~~*I carry that bag for you.*~~

- We can also use *will / won't* for predictions, e.g. *I think Barcelona will win*, and to talk about future facts, e.g. *The election will be on 1st March.*

2 We use *shall* (**NOT** *will*) with *I* and *we* for offers and suggestions when they are questions.

a Circle the correct form. Tick (✓) the sentence if both are possible.

The exam [✓ *will be*] / *is being* on the last Friday of term.

1 *Will / Shall* we invite your parents for Sunday lunch?

2 A It's Alice's birthday tomorrow.
B Oh, really? *I'm making / I'll make* a cake.

3 *I'm not having / I'm not going to have* dinner with my family tonight.

4 *Are you going to go / Will you go* to Lee's party next weekend?

5 You can trust me. *I'm not telling / I won't tell* anyone what you told me.

6 A What are you doing on Sunday?
B *We're visiting / We'll visit* my grandparents.

7 I think the birth rate *will go down / is going down* in my country in the next few years.

8 My grandfather is *going to retire / retiring* at the end of the month.

9 *Shall / Will* I help you with the washing-up?

b Complete B's responses with a correct future form. Use contractions if possible.

A What's your mother going to do about her car?
B She*'s going to buy* a second-hand one. (buy)

1 A I'm going to miss you. Please stay in touch.
B I promise I_______________ every day. (phone)

2 A What are Alan's plans for the future?
B He_______________ a degree in engineering. (do)

3 A Can I see you tonight?
B No, I_______________ late. Maybe Saturday? (work)

4 A Are you ready to order?
B Yes, I_______________ the prawns, please. (have)

5 A There's nothing in the fridge.
B OK. _________ we _________ a takeaway? (get)

6 A I don't have any money, so I can't go out.
B No problem, I_______________ you some. (lend)

7 A Shall we have a barbecue tomorrow?
B No, the weather forecast says it_______________. (rain)

8 A We land at about 8.00.
B _________ I _________ you up from the airport? (pick)

p.13

present perfect and past simple

present perfect simple: *have* / *has* + past participle (*worked*, *seen*, etc.)

2.8

1 **past experiences**
I've inherited some money, but I **haven't spent** it.
Sally **has** never **met** Bill's ex-wife.
Have you ever **lost** your credit card?

2 **recent past actions**
I've cut my finger!
Too late! Our train **has** just **left**!

3 **with *yet* and *already* (for emphasis)**
I've already **seen** this film twice. Can't we watch another one?
My brother **hasn't found** a new job yet. He's still looking.
'**Have** you **finished** your homework yet?' 'No, not yet.'

1 We use the present perfect for past experiences when we don't say exactly when they happened.

- We often use *ever* and *never* when we talk or ask about past experiences. They go before the main verb.

2 We use the present perfect for recent past actions when we focus on the present result.

- In this context we often use *just* before the main verb.

3 We also use the present perfect with *yet* and *already*.

- We use *already* in ⊞ sentences. It goes before the main verb.
- We use *yet* with ⊟ sentences and ⍰. It goes at the end of the phrase.
- For irregular past participles, see **Irregular verbs** *p.251*.

past simple (*worked*, *stopped*, *went*, *had*, etc.)

2.9

They **got** married last year.
I **didn't have** time to do my homework.
What time **did** you **wake up** this morning?

- We use the past simple for finished past actions (when we say, ask, or know when they happened).

present perfect or past simple?

2.10

I've been to Tokyo twice.
(= in my life up to now)
I **went** there in 2010 and 2023. (= on two specific occasions)
I've bought a new computer. (= I don't say exactly when, where, etc.)
I **bought** it last Saturday. (= I say when)

- We use the present perfect (**NOT** the past simple) to talk about past experiences and recent past actions **when we don't specify a time**.
- We use the past simple (**NOT** the present perfect) to ask or talk about finished actions in the past, **when the time is mentioned or understood**. We often use a past time expression, e.g. *yesterday*, *last week*, etc.

a Complete the conversations with the present perfect form of the verb in brackets and an adverb from the list. You can use the adverbs more than once.

already ever just never yet

A Why are you smiling?
B *I've just found* a €50 note! (find)

1 A ________ you ________ ________ first class? (travel)
B No, never. It's too expensive!

2 A When are you going to buy a motorbike?
B Soon. I ________ ________ ________ nearly €1,000. (save)

3 A ________ you ________ the phone bill ________? (pay)
B No, sorry. I forgot.

4 A ________ your parents ________ ________ you money? (lend)
B Yes, but I paid it back as soon as I could.

5 A How does eBay work?
B I don't know. I ________ ________ ________ it. (use)

6 A What are you celebrating?
B We ________ ________ ________ the lottery! (win)

7 A Why haven't you got any money?
B I ________ ________ ________ my salary. I bought a new phone last week. (spend)

8 A Would you like a coffee?
B No, thanks. I ________ ________ ________ one. (have)

b Are the **bold** phrases right or wrong? Tick (✓) or cross (✗) them. Correct the wrong phrases.

I've never been in debt. (✓)
How much **has your new camera cost**? (✗)
How much did your new camera cost?

1 Marek **has just inherited** €5,000 from a relative.
2 **Did your sister pay** you back yet?
3 **We booked our holiday** online a month ago.
4 **When have you bought** that leather jacket?
5 **They've finished paying back** the loan last month.
6 **We haven't paid** the gas bill yet.
7 **Have you ever wasted** a lot of money on something?
8 I'm sure **I haven't borrowed** any money from you last week.
9 **I spent my salary** really quickly last month.
10 **Have you seen** the Batman film on TV yesterday?

➔ p.28

present perfect + *for* / *since*, present perfect continuous

present perfect + *for* / *since*

2.11

They**'ve known** each other for ten years.
Julia**'s had** that bag since she was at university.
A How long **have** you **worked** here?
B Since 1996.
A How long **has** your brother **had** his motorbike?
B For about a year.

- We use the present perfect + *for* or *since* to talk about something which started in the past and is still true now.
  They've known each other for ten years. (= they met ten years ago and they still know each other today)
- We use *How long...?* + present perfect to ask about an unfinished period of time (from the past until now).
- We use *for* + a period of time, e.g. *for two weeks*, or *since* + a point of time, e.g. *since 2023*.
- Don't use the present simple with *for* / *since*. **NOT** ~~*They know each other for a long time.*~~

present perfect continuous: *have* / *has been* + verb + *-ing*

2.12

1 How long **have** you **been learning** English?
Nick **has been working** here since April.
They**'ve been going out** together for about three years.
2 **A** Your eyes are red. **Have** you **been crying**?
B No, I**'ve been** chopping onions.

1 We use the present perfect continuous with *for* and *since* with **action verbs** (e.g. *learn*, *work*, *go*, etc.) to talk about actions which started in the past and are still true now.

- With non-action verbs, we use the present perfect simple (**NOT** continuous). **NOT** ~~*They've been knowing each other for ten years.*~~
- Don't use the present continuous with *for* / *since*. **NOT** ~~*I am working here for two years.*~~

2 We can also use the present perfect continuous for continuous or repeated actions which have been happening very recently. The actions have usually just finished or have visible present results.

I've (I **have**) **You've** (You **have**) He / She / **It's** (He **has**) **We've** (We **have**) **They've** (They **have**)	**been working** here for two years.
I **haven't** (I **have not**) You **haven't** He / She / It **hasn't** (He **has not**) We **haven't** They **haven't**	**been working** here for two years.

Have you **been working** here for two years?	Yes, I **have**.	No, I **haven't**.
Has she **been working** here for two years?	Yes, she **has**.	No, she **hasn't**.

live* and *work

live and *work* are often used in either the present perfect simple or present perfect continuous with the same meaning.

I've lived *here since 2010.*
I've been living *here since 2010.*

a Write sentences in the present perfect continuous.

How long / you / work here?
How long have you been working here?

1 She / study English for three years.
2 How long / they / watching TV?
3 It / rain / since lunchtime.
4 I / not live / here for very long.
5 How long / you / learn to drive?

b Circle the correct form. Tick (✓) if both are possible.

Harry *is* / [✓ *has been*] unemployed since last year.

1 We've had our new flat *for* / *since* six months.
2 Hi Abdul! How are you? I *haven't seen* / *haven't been seeing* you for ages!
3 How long *have you known* / *do you know* your husband?
4 I've *worked* / *been working* as a teacher for five years.
5 I'm exhausted! *I'm cleaning* / *I've been cleaning* the kitchen for two hours.

c Make present perfect sentences (with *for* or *since* if necessary). Use the continuous form if possible.

I / work for a charity / eight years
I've been working for a charity for eight years.

1 we / know each other / we were children
2 the children / play computer games / two hours
3 / your sister / have that hairstyle / a long time?
4 I / love her / the first day we met
5 my internet connection / not work / yesterday
6 how long / you / wait?
7 I / be a teacher / three years
8 it / snow / 5.00 this morning
9 Sam / not study enough recently
10 you / live in Los Angeles / a long time?

p.31

choosing between comparatives and superlatives

comparing two people, places, things, etc.

3.7

1 My car is a bit **older than** yours.
Berlin is **more expensive than** Budapest.
This test is **less difficult than** the last one.
Olive oil is **better** for you **than** butter.
2 The new sofa isn't **as comfortable as** the old one.
I don't have **as many** books **as** I used to.

1 We use comparative **adjectives** + *than* to compare two people, places, things, etc.

- Regular comparative adjectives: spelling rules
  old → *older* *big* → *bigger* *easy* → *easier*
  modern → ***more*** *modern* *difficult* → ***more*** *difficult*
- Irregular comparative adjectives:
  good → *better* *bad* → *worse* *far* → *further / farther*
- One-syllable adjectives ending in *-ed*:
  bored → ***more*** *bored* *stressed* → ***more*** *stressed*
  tired → ***more*** *tired*

2 We can also use (*not*) *as* + adjective + *as* to make comparisons.

Object pronouns (*me*, *him*, etc.) after *than* and *as*

After *than* or *as* we can use an object pronoun (*me*, *him*, *her*, etc.) or a subject pronoun (*I*, *he*, *she*, etc.) + auxiliary verb.
She's taller than ***me***. OR *She's taller than* ***I am***. **NOT** ~~*She's taller than I.*~~
They're not as busy as ***us***. OR *They're not as busy as* ***we are***.
NOT ~~*They're not as busy as we.*~~

the same as

We use *the same as* to say that two people, places, things, etc. are identical.
Her dress is ***the same as*** *mine.*

comparing two actions

3.8

1 My father drives **faster than** me.
He walks **more slowly than** I do.
Real Madrid played **worse** today **than** last week.
2 Max doesn't speak English **as well as** his wife.
I don't earn **as much as** my boss.

1 We use comparative **adverbs** to compare two actions.

- Regular comparative adverbs:
  spelling rules *fast* → *faster* *slowly* → ***more*** *slowly*
  carefully → ***more*** *carefully*
- Irregular comparatives:
  well → *better* *badly* → *worse*

2 We can also use (*not*) *as* + adverb + *as* to make comparisons.

superlatives

3.9

Kevin is **the tallest** player in the team.
Oslo is **the most expensive** capital city in Europe.
The small bag is **the least expensive**.
Lucas is **the best student** in the class.
Who dresses **the most stylishly** in your family?
That's **the worst** we've ever played.

- We use superlative **adjectives** and **adverbs** to compare people, things, or actions with all of their group.
- We form superlatives like comparatives, but we use *-est* instead of *-er* and *the most / least* instead of *more / less*.
- We normally use *the* before superlatives, but we can also use possessive adjectives, e.g. ***my*** *best friend*, ***their*** *most famous song*.
- We often use a superlative with the present perfect + *ever*.
  It's the best book I've ever read.

***in* after superlatives**

Use *in* (**NOT** ~~*of*~~) before places after a superlative.
It's the longest bridge in the world. **NOT** ~~*of the world*~~
It's the best beach in England. **NOT** ~~*of England*~~

a Complete with the comparative or superlative of the **bold** word (and *than* if necessary).

What's the fastest way to get to the airport? **fast**

1 I think skiing is __________ horse-riding. **easy**
2 This is __________ train I've ever been on. **hot**
3 A motorbike is __________ a scooter. **powerful**
4 I drive __________ my partner. **slowly**
5 __________ time to travel is on holiday weekends. **bad**
6 __________ I've ever driven is from Naples to Milan. **far**
7 The London Underground is __________ the subway in New York. **old**
8 I think that travelling by train is __________ form of transport. **relaxing**
9 Of all my family, my mum is __________ driver. **good**

b Complete with one word.

Going by motorboat is more exciting than travelling by ferry.

1 A coach isn't as comfortable ________ a train.
2 It's ________ most expensive car we've ever bought.
3 The traffic was worse ________ we expected.
4 This is the longest journey I've ________ been on.
5 He gets home late, but his wife arrives later than ________.
6 The ________ interesting place I've ever visited is Venice.
7 I leave home at the same time ________ my brother.
8 He drives ________ carefully than his girlfriend – he's never had an accident.
9 We don't go abroad ________ often as we used to.
10 What's the longest motorway ________ the world?

p.46

articles: *a* / *an*, *the*, no article

a / *an*

3.14

1 **It's a nice house.**
She's **a lawyer.**
2 I saw **an old man** with **a dog.**
3 What **an awful day!**
4 I have classes three times **a week.**

- We use *a* / *an* with singular countable nouns:

1 when we say what something is or what somebody does.
2 the first time we mention a thing / person.
3 in exclamations with *What...!*
4 in expressions of frequency.

the

3.15

1 I saw an old man with a dog. **The dog** was barking.
2 **The bell** rang and my father opened **the door.**
The children are at school.
3 **The moon** goes round **the Earth.**
4 I'm going to **the cinema** tonight.
5 It's **the best** restaurant in town.

- We use *the*:

1 when we talk about something we've already mentioned.
2 when it's clear what we're referring to.
3 when there's only one of something.
4 with places in a town, e.g. *cinema*, *theatre*.
5 with superlatives.

no article

3.16

1 Is it true that **girls** often learn to read earlier than **boys?**
Love is more important than **money.**
2 She's not **at home** today.
I get back **from work** at 5.30.
3 I never have **breakfast.**
I'm going to the theatre **on Tuesday.**
4 See you **next week.**

- We don't use an article:

1 when we are speaking in general (with plural and uncountable nouns), e.g. *I love flowers.* Compare: *I love **the flowers** in my garden.* (= the specific flowers in that place)
2 with some nouns, e.g. *home*, *work*, *school*, *church*, after *at* / *to* / *from.*
3 before meals, days, and months.
4 before *next* / *last* + day, week, etc.

a Circle the correct form.

I love [✓ *weddings*] / *the weddings*!

1 Ariana is *nurse* / *a nurse* in a hospital. *A hospital* / *The hospital* is a long way from her house.
2 What *a horrible day* / *horrible day*! We'll have to eat our picnic in *the car* / *a car.*
3 My wife and I like *love stories* / *the love stories*, but our children prefer *the war films* / *war films.*
4 We go to *theatre* / *the theatre* about once *a month* / *once the month.*
5 I'm having *dinner* / *the dinner* with some friends *the next Friday* / *next Friday.*
6 My boyfriend is *chef* / *a chef.* I think he's *the best cook* / *best cook* in the world.
7 I'm not sure if I closed *the windows* / *windows* before I left *the home* / *home* this morning.
8 In general, I like *dogs* / *the dogs*, but I don't like *dogs* / *the dogs* that live next door to me.
9 I got to *the school* / *school* late every day *the last week* / *last week.*
10 I think *happiness* / *the happiness* is more important than *money* / *the money.*

b Complete with *a* / *an*, *the*, or – (no article).

A What does the guidebook say about Pizzeria Marco?
B It says that it's a great restaurant.

1 A How often do you go to ___ gym?
B About three times ___ week. But I never go on ___ Fridays.
2 A What time does ___ train leave?
B In 40 minutes. Can you drop me off at ___ station on your way to ___ work?
3 A What ___ amazing dress!
B Thanks. I bought it in ___ sales ___ last month.
4 A What's ___ most interesting place to visit in your town?
B Probably ___ castle. It's ___ oldest building.
5 A What shall we do ___ next weekend?
B Let's invite Toni for ___ lunch. We could eat in ___ garden.
6 A Do you like ___ cats?
B Not really. I prefer ___ dogs. I think they're ___ best pets.
7 A Is your mum ___ housewife?
B No, she's ___ teacher. She's always tired when she finishes ___ work.
8 A Have you ever had ___ problem in your relationship?
B Yes, but we solved ___ problem and we got married.
9 A When is ___ meeting?
B They've changed ___ date. It's on ___ Tuesday now.

p.49

obligation and prohibition: *have to*, *must*, *should*

have to / *must* + infinitive

4.3

1 You **have to** switch off your phone during take-off and landing.
You **must** be on time tomorrow because there's a test.
2 I love MoMA! You **have to** go when you're in New York.
You **must** see this film – it's amazing!
3 I **had to** wear a uniform at my primary school.
I hate **having to** get up early. My interview is at 9.00.
Do you **have to** work on Saturdays?
Must I switch my phone off now?

1 *have to* and *must* are normally used to talk about obligation, or something that it is necessary to do.

- *have to* and *must* have a very similar meaning and you can usually use either form. *have to* is more common for general, external obligations, e.g. rules and laws. *must* is more common for specific (i.e. on one occasion) or personal obligations. Compare:

I have to wear a shirt and tie at work.
(= it's the rule in this company)
I must buy a new shirt – this one is too old now.
(= it's my own decision)

2 We can also use *have to* or *must* for strong recommendations.

3 *have to* is a normal verb and it exists in all tenses and forms, e.g. also as a gerund or infinitive.

must is a modal verb. It only exists in the present, but it can be used with a future meaning.

don't have to

4.4

You **don't have to** pay – this museum is free.
You **don't have to** go to the party if you don't want to.

mustn't

4.5

You **mustn't** park here.
You **mustn't** eat that cake – it's for the party.

- We use *don't have to* when there is no obligation to do something and *mustn't* when something is prohibited.
- *don't have to* and *mustn't* are completely different.

Compare:
You don't have to drive – we can get a train. (= you can drive if you want to, but it isn't necessary / obligatory)
You mustn't drive along this street. (= it's prohibited, against the law) **NOT** ~~*You don't have to drive along this street.*~~

- We can often use *can't* or *not allowed to* instead of *mustn't*.

*You **mustn't** / **can't** / **'re not allowed to** park here.*

should / *shouldn't* + infinitive

4.6

1 You **should** take warm clothes with you to Dublin. It might be cold at night.
You **shouldn't** drink so much coffee. It isn't good for you.
2 I think the government **should** do something about unemployment.

1 We use *should* to give advice or an opinion. *should* is not as strong as *must* / *have to*.

- *should* is a modal verb. The only forms are *should* / *shouldn't*.
- We can use *ought to* / *ought not to* instead of *should* / *shouldn't*.

You ought to take warm clothes with you to Dublin.
You ought not to drink so much coffee.

2 We use *should* to give an opinion – to say if we think something is the right or wrong thing to do.

a **Circle** the correct form. Tick (✓) if both are possible.

You *don't have to* / [✓ *mustn't*] use your phone in quiet zones.

1 Do you think we *should* / *ought to* text Dad to tell him we'll be late?
2 You *don't have to* / *mustn't* send text messages when you are driving.
3 A pilot *has to* / *must* wear a uniform at work.
4 You *should* / *must* go to the Uffizi when you're in Florence.
5 I *have to* / *must* speak to my phone company. My last bill was wrong.
6 We *don't have to* / *mustn't* hurry. We have plenty of time.
7 When I was at school we *had to* / *must* wear a horrible uniform.
8 You *shouldn't* / *don't have to* walk on the grass. They've just planted flowers there.

b **Complete with the correct form of the verb in brackets.**

If the line's engaged, you'll have to call back later. (you / have to)

1 __________ do a lot of homework when you were at school? (you / have to)
2 __________ take my tablet out of my bag at Security? (I / must)
3 My sister is a nurse, so some weeks __________ work nights. (she / have to)
4 __________ ever __________ have an operation? (you / have to)
5 Saturdays are the best day of the week. I love __________ get up early. (not have to)
6 I don't think __________ wear boots inside their house. (we / should)
7 The exhibition was free, so __________ pay. (I / not have to)

p.62

ability and possibility: *can*, *could*, *be able to*

can / could

4.13

I can speak three languages fluently.
Leila **can't** come tonight. She's ill.
Our daughter **could** play the violin when she was three.
They **couldn't** wait because they were in a hurry.

- *can* is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (*could*).
- For all other tenses and forms, we use *be able to* + infinitive.

be able to + infinitive

4.14

1 Archie **has been able to** swim since he was three.
I'd like **to be able to** ski.
I love **being able to** stay in bed late on Sunday morning.
You'**ll be able to** practise your English in Australia.
2 Fortunately, I **am able to** accept your invitation.
My colleagues **weren't able to** come to yesterday's meeting.

1 We use *be able to* + infinitive for ability and possibility, especially where there is no form of *can*, e.g. present perfect, infinitive, gerund, future, etc.

2 We sometimes use *be able to* in the present and past (instead of *can* / *could*), usually if we want to be more formal.

a **Circle** the correct form. Tick (✓) if both are possible.

I've always wanted to *can* / [✓ *be able to*] dance salsa.
1 My son *couldn't* / *wasn't able to* speak until he was nearly two years old.
2 She's much better after her operation. She'll *can* / *be able to* walk again soon.
3 He hasn't *could* / *been able to* mend my bike yet. He'll do it tomorrow.
4 It's the weekend at last! I love *can* / *being able to* go out with my friends.
5 When we lived on the coast, we used to *can* / *be able to* go to the beach every day.
6 I *can't* / *'m not able to* send any emails at the moment. My computer isn't working.
7 I *could* / *was able to* read before I started school.
8 We won't *can* / *be able to* go on holiday this year because we need a new car.
9 Amira's pleased because she's finally *could* / *been able to* find a part-time job.
10 Alex *can* / *is able to* speak Portuguese fluently after living in São Paulo for ten years.

b **Complete with the correct form of *be able to* (⊞, ⊟, or ⍰).**

I've never been able to scuba dive.
1 Her phone has been switched off all morning, so I ______ talk to her yet.
2 I don't like noisy bars. I like ______ have a conversation without shouting.
3 I ______ leave home when I get a job.
4 We're having a party next Saturday. ______ you ______ come?
5 You need ______ swim before you can go in a canoe.
6 I can speak five languages. I hate ______ communicate with people in their own language.
7 Fortunately, firefighters ______ rescue everybody from the burning house.
8 I'm very sorry, but we ______ come to your wedding next month. We'll be on holiday.
9 You're looking worse. ______ you ______ contact the doctor yet?
10 The manager ______ see you right now because she's in a meeting.

← p.66

past tenses: simple, continuous, perfect

past simple: *worked*, *stopped*, *went*, *had*, etc.

5.10

They **were** in Mexico in 2016.
A South African athlete **won** the race.
The plane **didn't arrive** on time.
What time **did** you **get up** this morning?
When I **lived** in Paris, I often **went** to watch Paris St-Germain.

- We use the past simple for finished actions in the past (when we say, ask, or know when they happened).
- We can also use it for repeated actions in the past.
- Remember **Irregular verbs** *p.251*.

past continuous: *was* / *were* + verb + *-ing*

5.11

1 What **were** you **doing** at six o'clock last night?
2 I **was driving** along the motorway when it started snowing.
3 While I **was doing** the housework, the children **were playing** in the garden.
4 It was a cold night and it **was raining**. I **was watching** TV in the living room.

1 We use the past continuous to talk about an action in progress at a specific time in the past.

- Remember, we don't use the past continuous with non-action verbs. **NOT** ~~We stopped at a garage because we were needing petrol.~~

2 We often use the past continuous to describe a past action in progress which was interrupted by another action (expressed in the past simple). The two actions are usually linked by *when* or *as*.

3 We often use the past continuous with *while* for two actions happening at the same time.

4 We often use the past continuous to describe what's happening at the beginning of a story or anecdote.

past perfect: *had* + past participle

5.12

When they turned on the TV, the match **had** already **finished**.
As soon as I shut the door, I realized that **I'd left** my keys on the table.
We couldn't get a table in the restaurant because we **hadn't booked**.

- We use the past perfect when we are talking about the past and we want to talk about an earlier past action. Compare:

  When John arrived, they **went out**. (= first John arrived and then they went out)

  When John arrived, they **had gone out**. (= they went out before John arrived)

using narrative tenses together

5.13

It was a cold night and it **was raining**. I **was watching** TV in the living room. Suddenly I **heard** a knock at the door. I **got up** and **opened** the door. But there **was** nobody there. The person who **had knocked** on the door **had disappeared**.

- We use the past continuous (*was raining*, *was watching*) to set the scene.
- We use the past simple (*heard*, *got up*, etc.) to say what happened.
- We use the past perfect (*had knocked*, *had disappeared*) to say what happened before the previous past action.

a Circle the correct form.

When the teacher collected the exam papers he saw that Robbie *cheated* / [✓ *had cheated*].

1 They didn't play well in the match although they *were training* / *had trained* every evening.
2 Omar had an accident as he *cycled* / *was cycling* to work.
3 I left work early because I *wanted* / *was wanting* to watch the match.
4 There was a lot of traffic, and when we arrived, the match *already started* / *had already started*.
5 The captain *didn't score* / *hadn't scored* any goals when the referee sent him off.
6 My son got injured while he *played* / *was playing* basketball last Saturday.
7 When the snowstorm started, we *stopped* / *had stopped* skiing and went back to the hotel.
8 New Zealand *didn't lose* / *hadn't lost* any of their previous games when they played in the quarter-finals.
9 The referee suspended the match because it *was raining* / *rained* so hard.

b Complete with the past simple, past continuous, or past perfect.

The marathon runner was sweating when she crossed the finish line. (sweat, cross)

1 The accident ______________ when they ______________ home. (happen, drive)
2 The crowd ______________ when the referee ______________ the final whistle. (cheer, blow)
3 I ______________ Hannah at first because she ______________ so much. (not recognize, change)
4 The police ______________ my sister on the motorway because she ______________ a seat belt. (stop, not wear)
5 Some of the players ______________ while the coach ______________ to them. (not listen, talk)
6 We ______________ use the ski slope because it ______________ enough. (not can, not snow)
7 They ______________ play tennis because they ______________ a court. (not able to, not book)
8 The player ______________ a yellow card because he ______________ his shirt after scoring a goal. (get, take off)

p.82

past and present habits and states

1 **I used to teach** English when I was living abroad. 5.17
He didn't use to do any exercise, but now he runs marathons.
I never used to like football, but I watch it every week now.
We used to be close friends, but we don't talk to each other any more.
That hotel **used to have** a swimming pool, but they closed it.
Did they use to live in the city centre?
Didn't you use to have long hair?

2 **I usually meet** my friends at weekends.
I don't normally go out during the week.
English houses **usually have** gardens.
Do you normally walk to work?

1 For past habits and states, we use *used to / didn't use to* + infinitive.

- *used to* does not exist in the present tense. **NOT** ~~*I use to get up at 8.00 during the week.*~~
- We use *used to* for things that were true over a period of time in the past. *used to* often refers to something which is not true now. *I used to do a lot of sport.* (= I did a lot of sport for a period of time in the past, but now I don't)
- We often use *never used to* instead of *didn't use to*.
- *used to / didn't use to* can be used with action verbs (e.g. *go, do*) and non-action verbs (e.g. *be, have*).
- We can also use the past simple to describe past habits (often with an adverb of frequency).
  We (often) went to France for our holidays when I was a child.

2 For present habits, we use a verb in the present simple, often with an adverb of frequency, e.g. *usually* or *normally*.

used to or past simple?

We can use *used to* or the past simple (often with an adverb of frequency) for repeated actions or states and the meaning is the same.

I used to live in Singapore as a child. I lived in Singapore as a child.
We used to go to the cinema on Saturdays. We often went to the cinema on Saturdays.

But we have to use the past simple if:
– we mention exact dates or number of times.
– the action happened only once.
We went to the cinema on Saturday.

any more and *any longer*

We often use *not… any more / any longer* (= not now) with the present simple to contrast with *used to*.
I used to go to the gym, but I don't (go) any more / any longer.

be used to and *get used to*

Don't confuse *used to / didn't use to* (*do sth*) with *be used to* or *get used to* (*doing sth*).
***I am used to getting up** early every day.* (= I am accustomed to it – I always do it, so it is not a problem for me)
*Lola **can't get used to living** in Delhi.* (= She can't get accustomed to it, it's a problem for her)

a Are the highlighted verb forms right (✓) or wrong (✗)? Correct the wrong ones.

When I was a teenager I use to have very short hair. ✗
used to have

1 I didn't used to like my maths teacher when I was at school.
2 Do you usually tell close friends about your problems?
3 My sister never didn't use to want children, but now she's got four!
4 How used you to keep in touch in the days before the internet?
5 They used to go on holiday together every winter because they all love skiing.
6 That couple have three kids, so they don't usually go out at night.
7 Did your parents use to meet each other at university?
8 My husband use to work for a bank, but now he's unemployed.
9 We love the theatre. Nowadays, we use to go to a play at least once a month.

b Complete with *used to* + infinitive or *usually* + present simple (⊞, ⊟, or ?) and a verb from the list.

argue be ~~eat~~ eat out get on go
have play speak watch work

My brother *didn't use to eat* vegetables, but now he loves them.
1 We ______ a lot in common, but now we're completely different.
2 We ______ to bed early during the week because we have to get up at 6.00 a.m.
3 I ______ TV on my phone, but now I often do.
4 ______ you ______ football on Sunday mornings? Could I join you next weekend?
5 They love sushi, so they ______ in Japanese restaurants.
6 Where ______ your husband ______ before he got the job in the bank?
7 My sister has lost a lot of weight. She never ______ so slim.
8 ______ you ______ a lot with your parents when you were a teenager?
9 Nina ______ really well with her flatmates, but they occasionally argue about housework.
10 My ex-boyfriend ______ to me, but now he calls me quite often.

p.85

passive (all tenses)

1 A lot of films **are shot** on location. 6.4
When **is** our car **being repaired**?
Artem's bike **has been stolen**.
The director died when the film **was being made**.
You'**ll be picked up** at the airport by one of our staff.
This bill **must be paid** tomorrow.
I love **being given** a massage.
2 The new concert hall **will be opened** by the King.
Napoleon **was directed** by Ridley Scott.

1 We often use the passive (*be* + past participle) when it isn't said, known, or important who does an action.

Artem's bike has been stolen. (= somebody has stolen Artem's bike, but we don't know who). In passive sentences, the object of the verb becomes the new subject.

2 If we want to say who did the action, we use *by*.

- We can often say things in two ways, in the active or in the passive. Compare:

  Napoleon *was directed by Ridley Scott.* (= we want to focus more on the film)

  Ridley Scott directed Napoleon. (= we want to focus more on the director)

- We form negatives and questions in the same way as in active sentences.

  Some films ***aren't shot*** *on location.*
  Is *your car* ***being repaired*** *today?*

- We often use the passive to talk about processes, e.g. scientific processes, and in formal language, such as news reports.

  Then the water ***is heated*** *to 100 degrees...*
  Many buildings in the city ***have been damaged*** *by the earthquake.*

a Circle the correct form, active or passive.

The college *built* / [✓ *was built*] in the 16th century.
1 The costumes for the show *are making* / *are being made* by hand.
2 The story *inspired* / *was inspired* him to make a film.
3 This castle *hasn't inhabited* / *hasn't been inhabited* for nearly a century.
4 His latest film *set* / *is set* in Vietnam in the 1960s.
5 The film *will shoot* / *will be shot* in the autumn.
6 The actors *aren't recording* / *aren't being recorded* the dialogue until next week.
7 The house *wasn't using* / *wasn't being used* by the owners during the winter.
8 The make-up artist *has transformed* / *has been transformed* the actor into a monster.
9 They *hadn't owned* / *hadn't been owned* the company for very long before they went bankrupt.
10 The photo *took* / *was taken* by my husband on the balcony of our hotel.

b Complete with the passive so that the meaning is the same. Only use *by* if necessary.

People don't use this room very often.
This room isn't used very often.
1 They subtitle a lot of foreign films.
A lot of foreign films ____________.
2 García Márquez wrote *Love in the Time of Cholera* in 1985.
Love in the Time of Cholera ____________ in 1985.
3 Someone is repairing my laptop at the moment.
My laptop ____________ at the moment.
4 They haven't released the DVD of the film yet.
The DVD of the film ____________.
5 They won't finish the film until the spring.
The film ____________ until the spring.
6 You have to collect the tickets from the box office.
The tickets ____________ from the box office.
7 They hadn't told the actor about the changes in the script.
The actor ____________ about the changes in the script.
8 Damien Chazelle directed *La La Land*.
La La Land ____________.
9 They've already recorded the soundtrack.
The soundtrack ____________.
10 They were interviewing the director about the film.
The director ____________ about the film.

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modals of deduction: *might*, *can't*, *must*

might (when you think something is possibly true)

Diego's phone is switched off. He **might** be on the plane now, or just boarding. 6.10
Laura **might not** like that skirt. It's not really her style.

can't (when you are sure something is impossible / not true)

Daniel **can't** earn much money in his job. He's still living with his parents. 6.11
That woman **can't** be Bruno's wife. Bruno's wife has dark hair.

must (when you are sure something is true)

The neighbours **must** be out. There aren't any lights on in the house. 6.12
Your sister **must** have a lot of money if she drives a Porsche.

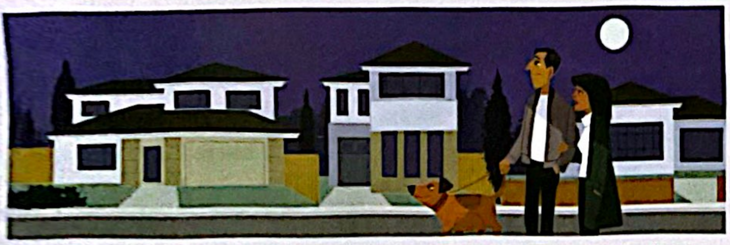
- We often use *might*, *can't*, or *must* to say how sure or certain we are about something (based on the information we have).
- In this context, the opposite of *must* is *can't*. Compare:

  The neighbours must be out. There aren't any lights on in the house.

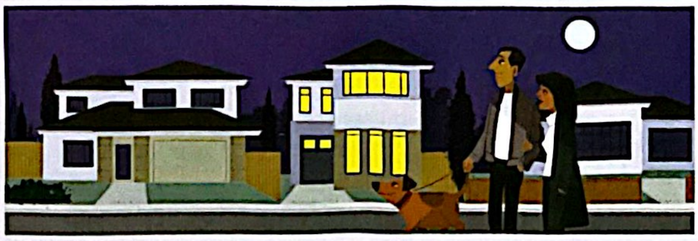
  The neighbours can't be out. All the lights are on in the house. **NOT** ~~*The neighbours mustn't be out.*~~
- We can use *may* instead of *might* and we can use *could* in positive sentences.

  Jack could (or may) be at the party – I'm not sure.
- We don't use *can* instead of *might* / *may*. **NOT** ~~*He can be on the plane now.*~~
- We often use *be* + gerund after *might* / *must* / *can't*.

  They must be having a party – the music's very loud.



The neighbours must be out. There aren't any lights on in the house.



The neighbours can't be out. All the lights are on in the house.

a Match the sentences.

He might be American. D
1 He can't be a university student. ☐
2 He must be cold. ☐
3 He might be going to the gym. ☐
4 He could be lost. ☐
5 He must be married. ☐
6 He must be a tourist. ☐
7 He can't be enjoying the party. ☐
8 He may not have a job. ☐
9 He can't be a businessman. ☐

A He's carrying a sports bag.
B He's carrying a camera and a guide book.
C He's looking at a map.
~~D He's wearing a baseball cap.~~
E He's looking at job adverts online.
F He isn't talking to anybody.
G He isn't wearing a suit.
H He's wearing a wedding ring.
I He's wearing school uniform.
J It's freezing and he isn't wearing a jumper.

b Complete with *must*, *might* (*not*), or *can't*.

A What does Pete's new girlfriend do?
B I'm not sure, but she *might* be a doctor. I think she works at the hospital.

1 A Do you know anyone who drives a Ferrari?
B Yes, my nephew. I don't know his salary, but he ________ earn a fortune!

2 A Why don't you buy this dress for your mum?
B I'm not sure. She ________ like it. It's a bit short for her.

3 A My sister works as an interpreter for the EU.
B She ________ speak a lot of languages to work there.

4 A Did you know that Maxim's parents have split up?
B Poor Maxim. He ________ be very happy about that.

5 A Are your neighbours away? All the curtains are closed.
B I'm not sure. I suppose they ________ be on holiday.

6 A Where's your colleague today?
B She ________ be ill. She called to say that she was going to the doctor's.

7 A I'm looking forward to seeing Carolina! I haven't seen her for years.
B You ________ recognize her – she's lost a lot of weight.

8 A My daughter has been out every night this week.
B She ________ be working very hard.

9 A Why is Tina so happy?
B I'm not sure, but she ________ have a new partner.

10 A Where does your boss live?
B I don't know, but he ________ live near the office because he commutes every day by train.

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first conditional and future time clauses + *when*, *until*, etc.

first conditional sentences: *if* + present simple, *will* / *won't* + infinitive

- We use first conditional sentences to talk about a possible / probable future situation and its consequence.

7.8

1 If you **work** hard, you'**ll pass** your exams.
The teacher **won't be** very pleased if we'**re** late for class.
2 **Come** and see us next week if you **have** time.
3 Alison **won't get** into university unless she **gets** good grades.
I **won't go** unless you **go**, too.

1 We use the present tense (**NOT** the future) after *if* in first conditional sentences. **NOT** ~~*If you'll work hard, you'll pass all your exams.*~~
2 We can also use an imperative instead of the *will* clause.
3 We can use *unless* + present simple + instead of *if...not* in conditional sentences. Compare: *Alison won't get into university if she **doesn't** get good grades.*

future time clauses

7.9

We'**ll have** dinner when your father **gets** home.
As soon as you **get** your exam results, **call** me.
I **won't go** to bed until you **come** home.
I'**ll have** a quick lunch before I **leave**.
After I **finish** university, I'**ll** probably **take** a year off and travel.

- We use the present tense (**NOT** the future) after *when*, *as soon as*, *until*, *before*, and *after* to talk about the future.

a **Complete with the present simple or future with *will* and the verbs in brackets.**

If I fail my exams, I'll take them again next year. (take)
1 That girl __________ into trouble if she doesn't wear her uniform. (get)
2 If you give in your homework late, the teacher __________ it. (not mark)
3 Don't write anything unless you __________ sure of the answer. (be)
4 Matias will be expelled if his behaviour __________. (not improve)
5 They'll be late for school unless they __________. (hurry)
6 Ask me if you __________ what to do. (not know)
7 Johnny will be punished if he __________ at the teacher again. (shout)
8 My sister __________ university this year if she passes all her exams. (finish)
9 I __________ tonight unless I finish my homework quickly. (not go out)
10 Call me if you __________ some help with your project. (need)

b **Circle the correct word or expression.**

I won't go to university [✓ *if*] / *unless* I don't get good results.
1 Don't turn over the exam paper *after* / *until* the teacher tells you to.
2 Please check the water's not too hot *before* / *after* the kids get in the bath.
3 Your parents will be really happy *when* / *unless* they hear your good news.
4 I'll look for a job in September *before* / *after* I come back from holiday.
5 The schools will close *unless* / *until* it stops snowing soon.
6 The job is very urgent, so please do it *after* / *as soon as* you can.
7 We'll stay in the library *as soon as* / *until* it closes. Then we'll go home.
8 Nicolas will probably learn to drive *when* / *until* he's 18.
9 You won't be able to speak to the head teacher *unless* / *if* you make an appointment.
10 Give Mummy a kiss *before* / *after* she goes to work.

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second conditional, choosing between conditionals

second conditional sentences: *if* + past simple, *would* / *wouldn't* + infinitive

1 **If I had** a job, **I'd get** my own flat. 7.12
If Tomas **spoke** good English, he **could get** a job in that new hotel.
I would get on better with my parents **if I didn't live** with them.
I wouldn't do that job **unless** they **paid me** a really good salary.
2 **If** your sister **were** here, **she'd know** what to do.
If it was warmer, we **could have** a swim.
3 **If I were** you, **I'd buy** a new computer.

- We use the second conditional to talk about a hypothetical / imaginary present or future situation and its consequence.
If I had a job... (= I don't have a job, I'm imagining it)

1 We use the past simple after *if* and *would* / *wouldn't* + infinitive in the other clause.

- We can also use *could* instead of *would* in the other clause.

2 After *if*, we can use *was* or *were* with *I*, *he*, and *she*.

3 We often use second conditionals beginning *If I were you, I'd...* to give advice. We don't normally use *If I was you...*

Choosing between the first or second conditional

Using a first or second conditional usually depends on how probable you think it is that something will happen.

If I have time, I'll help you. (= this is a real situation, it's possible that I'll have time – first conditional)

If I had time, I'd help you. (= this is a hypothetical / imaginary situation, I don't have time – second conditional)

would / *wouldn't* + infinitive

We also often use *would* / *wouldn't* + infinitive (without an *if* clause) when we talk about imaginary situations.

*My ideal holiday **would be** a week in the Bahamas.*

***I'd** never **buy** a car as big as yours.*

a Write second conditional sentences and questions.

I wouldn't live with my parents if I didn't have to. (not live, not have to)

Would you work from home if your company allowed it? (work, allow)

1 Ricardo __________ commute every day if he __________ from home. (not have to, work)

2 If they __________ such a noisy dog, they __________ better with their neighbours. (not have, get on)

3 I __________ that bike if I __________ you – it's too expensive. (not buy, be)

4 __________ we __________ our house if somebody __________ us enough money? (sell, offer)

5 If we __________ in the country, we __________ for more walks. (live, go)

6 __________ you __________ a flat with me if I __________ half the rent? (share, pay)

7 If my sister __________ her room more often, it __________ such a mess. (tidy, not be)

8 You __________ me like this if you really __________ me. (not treat, love)

9 If we __________ the kitchen white, __________ it __________ bigger? (paint, look)

10 I __________ a house with a garden if I __________ gardening so much. (not buy, not enjoy)

b First or second conditional? Complete with the correct form of the verb in brackets.

I'll stay with my sister if I have to go to Berlin for my job interview. (stay)

I'd buy my own flat if I had enough money. (have)

1 My kids __________ earlier if they didn't go to bed so late. (get up)

2 Where __________ you __________ if you go to university? (live)

3 If you __________ your exams, what will you do? (not pass)

4 I'd buy a bigger house if I __________ sure we could afford it. (be)

5 We couldn't have a dog if we __________ a garden. (not have)

6 How will you get to work if you __________ your car? (sell)

7 If we sit in the shade, we __________ sunburnt. (not get)

8 If you could change one thing in your life, what __________ it __________? (be)

9 He won't be able to pay next month's rent if he __________ a job soon. (not find)

10 If she made less noise, her neighbours __________ so often. (not complain)

← p.121

choosing between gerunds and infinitives

gerund (verb + -*ing*)

8.5

1 I'm not very **good at working** in a team.
Katie's **given up smoking**.
2 **Looking for** a job can be depressing.
Shopping is my favourite thing to do at weekends.
3 I **hate not being** on time for things.
I **don't mind getting up** early.

- We use the gerund (verb + -*ing*)

1 after prepositions and phrasal verbs.
2 as the subject of a sentence.
3 after some verbs, e.g. *hate*, *don't mind*.

- Common verbs which take the gerund include: *admit*, *avoid*, *deny*, *dislike*, *enjoy*, *feel like*, *finish*, *hate*, *keep*, *like*, *love*, *mind*, *miss*, *practise*, *prefer*, *recommend*, *spend time*, *stop*, *suggest*, and some phrasal verbs, e.g. *give up*, *go on*, etc.
- The negative gerund = *not* + verb + -*ing*.

like, *love*, and *hate*

In American English, *like*, *love*, and *hate* are followed by the infinitive with *to*. This is becoming more common in British English too, e.g. *I like to listen to music in the car.*

the infinitive with *to*

8.6

1 My flat is very **easy to find**.
2 Liam is saving money **to buy** a new car.
3 My sister has never **learned to drive**.
Try not to make a noise.

- We use the infinitive + *to*:

1 after adjectives.
2 to express a reason or purpose.
3 after some verbs, e.g. *want*, *need*, *learn*.

- Common verbs which take the infinitive include: *(can't) afford*, *agree*, *decide*, *expect*, *forget*, *help*, *hope*, *learn*, *need*, *offer*, *plan*, *pretend*, *promise*, *refuse*, *remember*, *seem*, *try*, *want*, *would like*. More verbs take the infinitive than the gerund.
- The negative infinitive = *not to* + verb.
- These common verbs can take either the infinitive or gerund with no difference in meaning: *start*, *begin*, *continue*. *It started to rain. It started raining.*

Verb + person + infinitive with *to*

We also use the infinitive with *to* after some verbs + person, e.g. *ask*, *tell*, *want*, *would like*.
Can you ask the manager ***to come****?*
She told him not ***to worry****.*
I want you ***to do*** *this now.*
We'd really like you ***to come****.*

the infinitive without *to*

8.7

1 I **can't drive**.
We **must hurry**.
2 She always **makes** me **laugh**.
My parents didn't **let** me **go** out last night.

- We use the infinitive without *to*:

1 after most modal and auxiliary verbs.
2 after *make* and *let*.

Verbs that can take a gerund or an infinitive, but the meaning is different

Try to be *on time.* (= make an effort to be on time)
Try doing *yoga.* (= do it to see if you like it)
Remember to phone *him.* (= don't forget to do it)
I ***remember meeting*** *him years ago.* (= I have a memory of it)

a Circle the correct form.

I'm in charge of [✓ *recruiting*] / *to recruit* new staff.

1 It's important for me *spending* / *to spend* time with my family.
2 *Applying* / *Apply* to go to university abroad can be complicated.
3 I want *to do* / *doing* my shopping this morning.
4 My boss wants *open* / *to open* a new office.
5 Be careful *not asking* / *not to ask* her about her boyfriend – they've split up.
6 We went on *working* / *to work* until we finished.
7 Mehmet is very good at *solving* / *to solve* problems.
8 The best thing about weekends is *not going* / *not to go* to work.
9 Layla gave up *modelling* / *to model* when she had a baby.
10 I went on a training course *to learning* / *to learn* about the new software.

b Complete with a verb from the list in the correct form.

not buy commute do leave lock
not make retire ~~set up~~ wear not worry

I'd like to set up my own company.

1 My parents are planning __________ before they are 65.
2 Ela spends three hours __________ to work and back every day.
3 Markus and his wife agreed __________ about the problems he had at work.
4 Did you remember __________ the door?
5 In the end, I decided __________ the shoes because they were very expensive.
6 The manager lets us __________ work early on Fridays.
7 All employees must __________ a jacket and tie at work.
8 Please try __________ any more mistakes in the report.
9 I don't mind __________ overtime during the week.

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reported speech: sentences and questions

reported sentences

direct statements	reported statements 8.11
'I like shopping.'	She said (that) **she liked** shopping.
'I'm leaving tomorrow.'	He told her (that) **he was** leaving **the next day**.
'I'll always love you.'	He said (that) **he would** always love **me**.
'I passed the exam!'	She told me (that) **she had passed** the exam.
'I've forgotten my keys.'	He said (that) **he had** forgotten **his** keys.
'I can't come.'	She said (that) **she couldn't** come.
'I may be late.'	He said (that) **he might** be late.
'I must go.'	She said (that) **she had to** go.

- We use reported speech to report (i.e. to tell another person) what someone said.
- When the reporting verb (*said*, *told*, etc.) is in the past tense, the tenses in the sentence which is being reported usually change like this:
  present → past
  will → *would*
  past simple / present perfect → past perfect

When tenses don't change

When you report what someone said very soon after they said it, the tenses often stay the same as in the original sentence.

Adam *'I **can't come** tonight.'*
*I've just spoken to Adam and he said that he **can't come** tonight.*

Tomas *'I **really enjoyed** my trip.'*
*Tomas told me that he **really enjoyed** his trip.*

- Some modal verbs change, e.g. *can*→*could*, *may*→*might*, *must*→*had to*. Other modal verbs stay the same, e.g. *could*, *might*, *should*, etc. *'I might come back next week.' He said he **might** come back next week.*
- We usually have to change the pronouns.
  *'I like jazz.' Rebecca said that **she** liked jazz.*
- Using *that* after *said* and *told* is optional.
- If you report what someone said on a different day or in a different place, some other time and place words can change, e.g. *tomorrow* → *the next day*, *here* → *there*, *this* → *that*, etc.
  *'I'll meet you **here tomorrow**.' He said he'd meet me **there the next day**.*

say* and *tell

Be careful – after *said*, don't use a person or an object pronoun.
Sarah said that she was tired. **NOT** *~~Sarah said me that she was tired.~~*

After *told*, you must use a person or object pronoun.
*Sarah told **me** that she was tired.* **NOT** *~~Sarah told that she...~~*

reported questions

direct questions	reported questions 8.12
'Are you married?'	She asked him if **he was** married.
'Did Lucy phone?'	He asked me whether Lucy **had phoned**.
'What's your name?'	I asked him what **his** name **was**.
'Where do you live?'	She asked me where **I lived**.

- When we report a question, the tenses change as in reported statements.
- When a question doesn't begin with a question word, we add *if* (or *whether*).
  *'Do you want a drink?' He asked me **if / whether** I wanted a drink.*
- We also have to change the word order to subject + verb and not use *do / did*.

a **Complete using reported speech.**

'I'm in love with you.'
My boyfriend told me he was in love with me.

1 'I'm selling all my books.'
My friend Luis said ______________.

2 'I've booked the flights.'
Georgia told me ______________.

3 'Your new dress doesn't suit you.'
My mother told me ______________.

4 'I may not be able to go to the party.'
Juan said ______________.

5 'I won't wear these shoes again.'
Cristina said ______________.

6 'I didn't buy you a present.'
My brother told me ______________.

7 'I can't find anywhere to park.'
Luke told me ______________.

b **Complete using reported speech.**

'Why did you break up?'
My friend asked me why we had broken up.

1 'When are you leaving?'
My parents asked me ______________.

2 'Have you ever been married?'
She asked him ______________.

3 'Will you be home early?'
Anna asked Christof ______________.

4 'Where do you usually buy your clothes?'
My sister asked me ______________.

5 'Did you wear a suit to the job interview?'
We asked him ______________.

6 'Do you ever go to the theatre?'
I asked Lisa ______________.

7 'Can you help me?'
Sabrina asked the policeman ______________.

p.139

10A

relative clauses: defining and non-defining

defining relative clauses (giving essential information)

10.1

1 Prince is the singer **who (that)** wrote *Purple Rain*.
I'm looking for a book **which (that)** teaches you how to relax.
That's the house **where** I was born.
2 Is Frank the man **whose** brother plays for Manchester United?
It's a tree **whose** leaves change colour in autumn.
3 I've just had a text from the girl (**who / that**) I met on the flight to Peru.
This is the phone (**which / that**) I bought yesterday.

- We use a defining relative clause (= a relative pronoun + verb phrase) to give essential information about a person, place, or thing.

1 We use the relative pronoun *who* for people, *which* for things / animals, and *where* for places.

- We can use *that* instead of *who* or *which*.

2 We use *whose* to mean 'of who' or 'of which'.

3 In some relative clauses, the verb after *who*, *which*, or *that* has a different subject, e.g. *She's the girl who I met on the train* (the subject of *met* is *I*). In these clauses, *who*, *which*, or *that* can be omitted.

She's the girl I met on the train.

- *where* and *whose* can never be omitted. **NOT** ~~*Is that the woman dog barks?*~~
- We can't omit *who / which / that / where* if it's the same subject in both clauses. **NOT** ~~*Julia's the woman works in the office with me.*~~

non-defining relative clauses (giving extra non-essential information)

10.2

This painting, **which** was painted in 1860, is worth millions of pounds.
Last week I visited my aunt Jacinta, **who's** nearly 90 years old.
Burford, **where** my grandfather was born, is a beautiful little town.
My neighbour, **whose** son goes to my son's school, has just remarried.

- We use a non-defining relative clause to give extra (often non-essential information) in a sentence. If this clause is omitted, the sentence still makes sense.

This painting, ~~which was painted in 1860,~~ is worth millions of pounds.

- Non-defining relative clauses must go between commas (or a comma and a full stop).
- In these clauses, we can't leave out the relative pronoun (*who*, *which*, etc.).
- In these clauses, we can't use *that* instead of *who / which*. **NOT** ~~*This painting, that was painted in 1860, is worth millions of pounds.*~~

a Complete with *who*, *which*, *where*, or *whose*.

Minneapolis is the city where Prince was born.
1 Rob and Corinna, ________ have twins, often need a babysitter.
2 Downing Street, ________ the British Prime Minister lives, is in central London.
3 The sandwich ________ you made me for lunch was delicious.
4 The woman ________ lived here before us was a writer.
5 David Bowie, ________ songs inspired us for nearly 50 years, died in 2016.
6 My computer is a lot faster than the one ________ I used to have.
7 The *Mona Lisa*, ________ has been damaged several times, is now displayed behind glass.
8 Look! That's the woman ________ dog bit me last week.
9 On our last holiday we visited Prague, ________ Kafka was born.
10 We all went to the match except Angela, ________ doesn't like football.
11 That man ________ you saw at the party was my boyfriend!
12 That's the park ________ I learned to ride a bike.

b Look at the sentences in **a**. Tick (✓) the ones where you could use *that* instead of *who / which*. Circle the relative pronouns which could be left out.

c Add commas (,) where necessary.

Stephanie, who lives next door to me, is beautiful.
1 This is the place where Jon crashed his car.
2 The castle that we visited yesterday was amazing.
3 Beijing which is one of the world's biggest cities has a population of over 25 million.
4 Adele's *25* which was released in 2015 is one of the best-selling albums of the last ten years.
5 These are the shoes which I'm wearing to the wedding tomorrow.
6 Danielle and Bruce who got married last year are expecting their first baby.

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question tags

10.11

positive verb, negative tag	negative verb, positive tag
It's cold today, **isn't it**?	**She isn't** here today, **is she**?
You're Polish, **aren't you**?	**You aren't** angry, **are you**?
They live in Athens, **don't they**?	**They don't** eat meat, **do they**?
The match finishes at 8.00, **doesn't it**?	**Lucy doesn't** drive, **does she**?
Your sister worked in the USA, **didn't she**?	**You didn't** like the film, **did you**?
We've met before, **haven't we**?	**Mike hasn't** been to Las Vegas before, **has he**?
You'll be OK, **won't you**?	**You won't** tell anyone, **will you**?
You'd lend me some money, **wouldn't you**?	**Blanca wouldn't** resign, **would she**?

- Question tags (*is he?*, *aren't they?*, *do you?*, *did we?*, etc.) are often used to check something you already think is true.
  Your name's Maria, isn't it?
- To form a question tag, we use:
  - the correct auxiliary verb, e.g. *be* / *do* / *have* / *will* / *would*, etc. in the correct form, e.g. *do* / *don't*, etc. for the present, *did* / *didn't* for the past, *will* / *won't*, etc. for the future.
  - a pronoun, e.g. *he*, *it*, *they*, etc.
  - a negative auxiliary verb if the sentence is positive and a positive auxiliary verb if the sentence is negative or with *never*, e.g. *You never do the washing-up, do you?*

a Match the question halves.

You know that man, G
1 You're going out with him, ☐
2 You haven't told your family about him, ☐
3 You met him last month, ☐
4 You were at the same party, ☐
5 You didn't know he was a criminal, ☐
6 You aren't happy in the relationship, ☐
7 You never want to see him again, ☐
8 You'll tell us the truth, ☐
9 You won't tell any lies, ☐
10 You understand what I'm saying, ☐

A didn't you?
B will you?
C did you?
D won't you?
E have you?
F weren't you?
~~G don't you?~~
H are you?
I aren't you?
J don't you?
K do you?

b Complete with a question tag (*are you*, *isn't it*, etc.).

Your name's Leonardo, isn't it?
1 Your brother works at the police station, ________?
2 They don't have any proof, ________?
3 That man isn't the murderer, ________?
4 You were a witness to the crime, ________?
5 The police have arrested someone, ________?
6 The woman wasn't dead, ________?
7 That girl took your handbag, ________?
8 He won't go to prison, ________?
9 You haven't seen the suspect, ________?
10 They couldn't find enough evidence, ________?

p.175

Food and cooking

1 Food

a Match the words and photos.

Fish and seafood

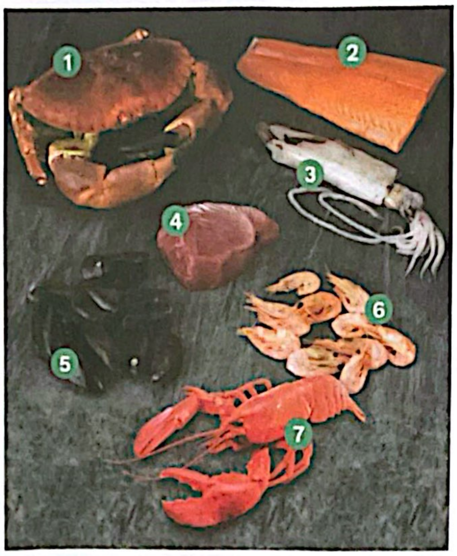
[1] crab /kræb/
[7] lobster /ˈlɒbstə/
[5] mussels /ˈmʌslz/
[ ] prawns /prɔːnz/
[ ] salmon /ˈsæmən/
[3] squid /skwɪd/
[4] tuna /ˈtjuːnə/

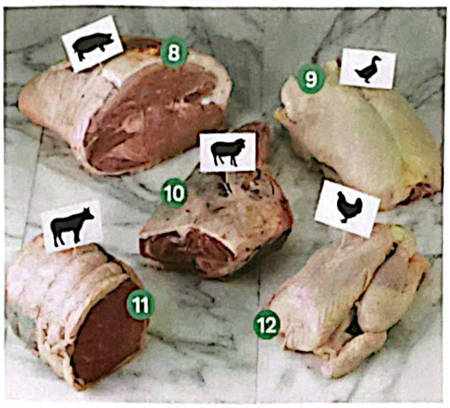
Meat

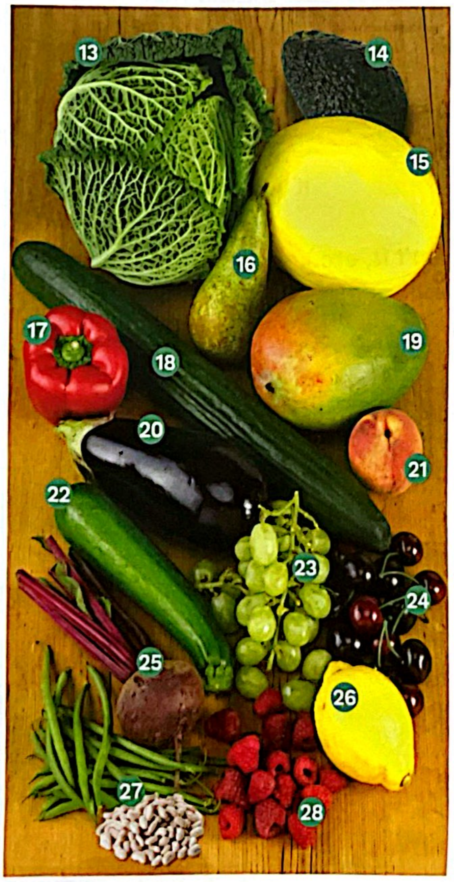
[11] beef /biːf/
[12] chicken /ˈtʃɪkɪn/
[9] duck /dʌk/
[10] lamb /læm/
[8] pork /pɔːk/

Fruit and vegetables

[20] aubergine /ˈəʊbəʒiːn/ (*AmE* eggplant)
[14] avocado /ævəˈkɑːdəʊ/
[27] beans /biːnz/
[25] beetroot /ˈbiːtruːt/
[13] cabbage /ˈkæbɪdʒ/
[24] cherries /ˈtʃeriz/
[22] courgette /kɔːˈʒet/ (*AmE* zucchini)
[18] cucumber /ˈkjuːkʌmbə/
[23] grapes /ɡreɪps/
[26] lemon /ˈlemən/
[19] mango /ˈmæŋɡəʊ/
[15] melon /ˈmelən/
[21] peach /piːtʃ/
[16] pear /peə/
[28] raspberries /ˈrɑːzbəriz/
[17] red pepper /red ˈpepə/







b 1.2 Listen and check.

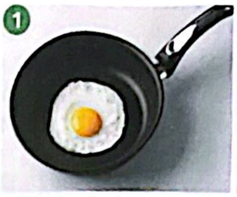
ACTIVATION Talk to a partner. Are there any things in the list that you...?

a love
b hate
c have never eaten

Are there any other kinds of fish, meat, fruit, or vegetables that are very common in your country?

2 Cooking

a Match the words and photos.

1


2

3

4

5

6

[6] baked /beɪkt/
[5] boiled /bɔɪld/
[1] fried /fraɪd/
[2] grilled /ɡrɪld/
[4] roast /rəʊst/
[3] steamed /stiːmd/

b 1.3 Listen and check.

ACTIVATION Talk to a partner. How do you prefer these things to be cooked?

chicken eggs fish potatoes

3 Phrasal verbs

a Complete the phrasal verbs with a word from the list.

down on out (x2)

1 I **eat** out a lot because I often don't have time to cook. Luckily, there are lots of good restaurants near where I live.
2 I'm trying to **cut** down on coffee at the moment. I'm only having one cup at breakfast.
3 The doctor told me that I should completely **cut** out all cheese and dairy products from my diet.

b 1.4 Listen and check.

p.8

Personality

1 What are they like?

a Complete the sentences with adjectives from the list.

affectionate /ə'fekʃənət/ ambitious /æm'bɪʃəs/ anxious /'æŋkʃəs/ bossy /'bɒsi/ charming /'tʃɑːmɪŋ/ competitive /kəm'petətɪv/ honest /'ɒnɪst/ imaginative /ɪ'mædʒɪnətɪv/ independent /ɪndɪ'pendənt/ insecure /ɪnsɪ'kjʊə/ mature /mə'tʃʊə/ moody /'muːdi/ patient /'peɪʃnt/ rebellious /rɪ'beljəs/ reliable /rɪ'laɪəbl/ self-confident /self 'kɒnfɪdənt/ ~~selfish~~ /'selfɪʃ/ sensible /'sensəbl/ sensitive /'sensətɪv/ sociable /'səʊʃəbl/ spoilt /spɔɪlt/ stubborn /'stʌbən/

1 Selfish people think about themselves and not about other people.
2 ________ children are rude and behave badly because they are given everything they want.
3 ________ people behave like adults.
4 ________ people always tell the truth and never steal or cheat.
5 ________ people have an attractive personality and people like them.
6 ________ people have common sense and are practical.
7 ________ people are friendly and enjoy being with other people. **SYN** *outgoing*
8 ________ people are often worried or stressed.
9 ________ people have a good imagination.
10 ________ people like doing things on their own, without help.
11 ________ people like telling other people what to do.
12 ________ people are not confident about themselves.
13 ________ people can be easily hurt or offended.
14 ________ people never change their opinion or attitude about something.
15 ________ people can wait for a long time or accept difficulties without getting angry.
16 ________ people want to be successful in life.
17 ________ people are ones who you can trust or depend on. **SYN** *responsible*
18 ________ people are sure of themselves and their abilities.
19 ________ people don't like obeying rules.
20 ________ people have moods that change quickly and often.
21 ________ people always want to win.
22 ________ people show that they love or like other people very much.

b 1.19 Listen and check.

✓ **ACTIVATION** Which adjectives do you think are positive?

2 Negative prefixes

Negative prefixes

un-, *in-*, and *dis-* are common negative prefixes.

in- changes to *im-* (before *b*, *m*, and *p*), *ir-* (before *r*), and *il-* (before *l*).

a Which prefix do you use with these adjectives? Put them in the correct column.

~~ambitious~~ friendly honest imaginative kind mature organized patient reliable responsible selfish sensitive sociable tidy

un- / dis-	***in- / im- / ir-***
unambitious	

b 1.20 Listen and check. Which adjective + prefix has a positive meaning?

✓ **ACTIVATION** Cover the columns. Say the adjectives with prefixes.

False friends: *sensible*, *sensitive*, and *sympathetic*

Some words in English are very similar to words in other languages, but have different meanings. Be careful with these three adjectives, which may be false friends in your language.

sensible = practical (**NOT** ~~*easily upset*~~)
sensitive = easily hurt (**NOT** ~~*practical*~~)
sympathetic = kind to sb who is hurt or sad (**NOT** ~~*nice, friendly*~~)

p.14

Money

1 Verbs

a Complete the sentences with a verb from the list in the correct form. **b** 2.1 Listen and check.

be worth /bi wɜːθ/ borrow /ˈbɒrəʊ/ can't afford /kɑːnt əˈfɔːd/ charge /tʃɑːdʒ/ cost /kɒst/ earn /ɜːn/ ~~inherit~~ /ɪnˈherɪt/ invest /ɪnˈvest/ lend /lend/ owe /əʊ/ raise /reɪz/ save /seɪv/ transfer /trænsˈfɜː/ waste /weɪst/

1	My uncle is going to leave me £2,000 when he dies.	I'm going to inherit £2,000.
2	I put some money aside every week for a holiday.	I ________ money every week.
3	Andy has promised to give me €50 until next week.	He has promised to ________ me €50.
4	I need to ask my mum to give me £20 until Friday.	I need to ________ £20 from my mum.
5	I often spend money on stupid things.	I often ________ money.
6	I don't have enough money to buy that car.	I ________ to buy that car.
7	I usually have to pay the mechanic £100 to service my car.	The mechanic ________ me £100.
8	These shoes are quite expensive. They are $200.	They ________ $200.
9	Jim gave me £100. I haven't paid it back yet.	I ________ Jim £100.
10	I want to buy shares in a company because I want to make a profit.	I want to ________ some money.
11	I work in a supermarket. My salary is £2,000 a month.	I ________ £2,000 a month.
12	I could sell my house for about €200,000.	My house ________ about €200,000.
13	We'll get people to give money for a new hospital.	We'll ________ money for the new hospital.
14	I want to move some money from my bank account into my son's account.	I want to ________ some money to my son.

2 Prepositions

a Complete the **Preposition** column with a word from the list.

~~by~~ for (x2) from in into on to

		Preposition
1	Would you like to pay cash or **pay** ☐ card?	by
2	I **paid** ☐ the dinner last night. It was my birthday.	______
3	I **spent** £50 ☐ books yesterday.	______
4	My uncle **invested** all his money ☐ property.	______
5	I don't like **lending** money ☐ friends.	______
6	I **borrowed** a lot of money ☐ the bank.	______
7	They **charged** us €60 ☐ a bottle of wine.	______
8	I never **get** ☐ debt. I hate owing people money.	______

b 2.2 Listen and check.

✓ **ACTIVATION** Cover the **Preposition** column. Say the sentences with the correct preposition(s).

3 Nouns

a Match the nouns and definitions.

account /əˈkaʊnt/ ~~bill~~ /bɪl/ budget /ˈbʌdʒɪt/ contactless payment /ˌkɒntæktləs ˈpeɪmənt/ donation /dəʊˈneɪʃn/ insurance /ɪnˈʃʊərəns/ loan /ləʊn/ mortgage /ˈmɔːgɪdʒ/ tax /tæks/

1	bill	a piece of paper that shows how much money you have to pay for something
2	________	the place in a bank where you keep your money
3	________	money that you pay to the government
4	________	money that somebody (or a bank) lends you
5	________	money that you have available and a plan of how to spend it, e.g. *a holiday ~*
6	________	money you borrow from a bank to buy a house
7	________	a fast way of paying where you hold your card or phone over a reader and don't use your PIN
8	________	money that you pay to a company and then they pay if you are ill, or if you lose or break something
9	________	money given to an organization to help them

b 2.3 Listen and check.

4 Phrasal verbs

a Complete the phrasal verbs with a word from the list.

back off on out

1 I took ________ €200 from a cash machine.
2 Can I pay you ________ the money you lent me next week?
3 I have to live ________ my parents while I'm at university.
4 It's difficult for me and my wife to live ________ only one salary.

b 2.4 Listen and check.

p.26

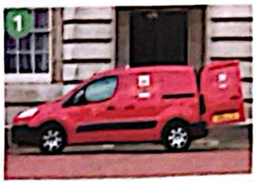
1 Public transport and vehicles

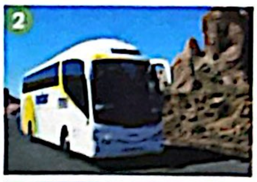
a Match the words and photos.

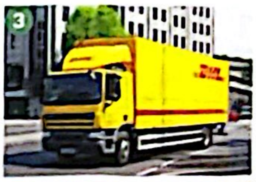
☐ coach* /kəʊtʃ/
☐ ferry /ˈferi/
☐ lorry /ˈlɒri/ (*AmE* truck)
☐ motorbike /ˈməʊtəbaɪk/
☐ motorway /ˈməʊtəweɪ/ (*AmE* freeway)
☐ scooter /ˈskuːtə/ e-scooter /ˈiːskuːtə/
☐ tram /træm/
☐ the Underground /ˈʌndəgraʊnd/ (*AmE* subway)
1 van /væn/

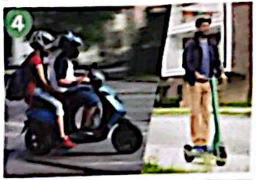
* *coach* also means part of a train

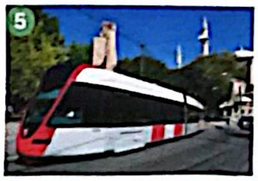
b 3.1 Listen and check.

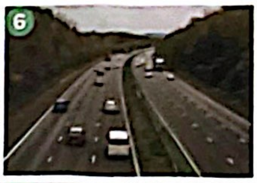


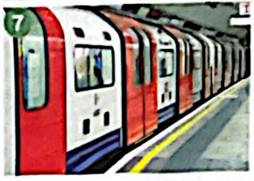


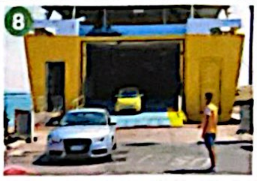


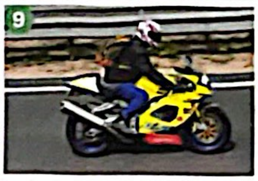








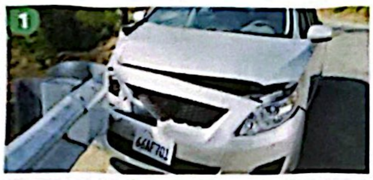




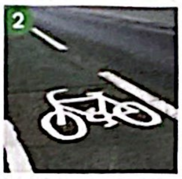
2 On the road

a Complete the compound nouns.

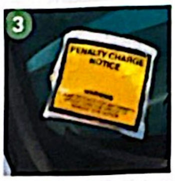
belt /belt/ camera /ˈkæmərə/ ~~crash~~ /kræʃ/
crossing /ˈkrɒsɪŋ/ fine /faɪn/ hour /aʊə/ jam /dʒæm/
lane /leɪn/ lights /laɪts/ limit /ˈlɪmɪt/ rank /ræŋk/
station /ˈsteɪʃn/ works /wɜːks/ zone /zəʊn/



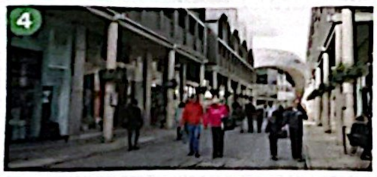
car crash



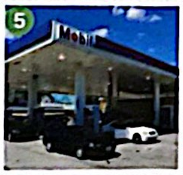
cycle ______



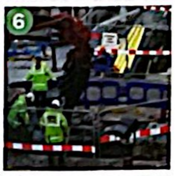
parking ______



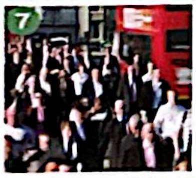
pedestrian ______



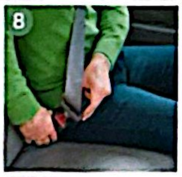
petrol ______



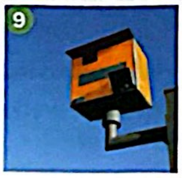
road ______



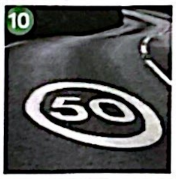
rush ______



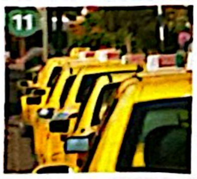
seat ______



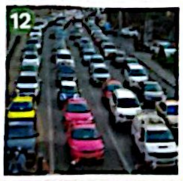
speed ______



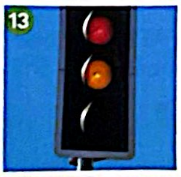
speed ______



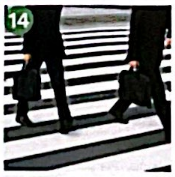
taxi ______



traffic ______



traffic ______



zebra ______

b 3.2 Listen and check.

ACTIVATION Cover the compound nouns and look at the photos. Remember the compound nouns.

3 How long does it take?

How long does it take?

We use *take* (+ person) + time + *to get* (*to / from*) to talk about the duration of a journey, etc.

*It **takes** about an hour to get from London to Oxford by train.*

*It **took** (**me**) more than an hour to get to work yesterday.*

***How long does it take** (**you**) to get to school?*

Talk to a partner.

1 How do you get to work / school? How long does it take?
2 How long does it take to get from your house to the town centre?

4 Phrasal verbs

a Complete the phrasal verbs with a word from the list.

end look pick run set

1 We __________ **off** at 7.00 in the morning to try to avoid the traffic.
2 I arrive at 8.15. Do you think you could __________ me **up** at the station? (opp **drop off**)
3 Always check the address you put in your satnav or you may __________ **up** in the wrong place.
4 We're going to __________ **out of** petrol soon. Let's stop at the next petrol station.
5 __________ (or **Watch**) **out**! You're going to crash!

b 3.3 Listen and check.

p.44

Dependent prepositions

1 After verbs

a Complete the **Preposition** column with a word from the list. You can use some words more than once.

about at between for in of on to with

Preposition

1 He **apologized** ☐ the police officer ☐ driving fast. to, for

2 I never **argue** ☐ my husband ☐ money. ________, ________

3 We're **arriving** ☐ Milan on Sunday. ________

4 We're **arriving** ☐ Malpensa Airport at 3.45. ________

5 Could you **ask** the waiter ☐ the bill? ________

6 Do you **believe** ☐ stereotypes? ________

7 Who does this book **belong** ☐? ________

8 I can't **choose** ☐ these two bags. ________

9 We might go out. It **depends** ☐ the weather. ________

10 I **dreamed** ☐ my childhood last night. ________

11 Don't **laugh** ☐ me! I'm doing my best! ________

12 I'm really **looking forward** ☐ the party. ________

13 If I **pay** ☐ the meal, can you get the drinks? ________

14 This music **reminds** me ☐ our honeymoon in Italy. ________

15 I don't **spend** a lot of money ☐ clothes. ________

16 We need to **talk** ☐ Anita ☐ her school report. ________, ________

b 🔊 **3.22** Listen and check.

✔ **ACTIVATION** Cover the **Preposition** column. Say the sentences with the correct preposition(s).

2 After adjectives

a Complete the **Preposition** column with a word from the list. You can use some words more than once.

about at for from in of on to with

Preposition

1 My brother is **afraid** (scared / frightened) ☐ bats. of

2 She's really **angry** ☐ her boyfriend ☐ last night. ________, ________

3 I'm very **close** ☐ my elder sister. ________

4 This exercise isn't very **different** ☐ the last one. ________

5 We're really **excited** ☐ going to Brazil. ________

6 Krakow is **famous** ☐ its main square. ________

7 I'm **fed up** ☐ sitting in this traffic jam. ________

8 I'm very **fond** ☐ my little nephew. He's adorable. ________

9 I've never been **good** ☐ sport. ________

10 Eat your vegetables. They're **good** ☐ you. ________

11 My sister is very **interested** ☐ astrology. ________

12 She's very **keen** ☐ cycling. She does about 50 km every weekend. ________

13 I don't like people who aren't **kind** ☐ animals. ________

14 She used to be **married** ☐ a pop star. ________

15 I'm really **pleased** ☐ my new scooter. ________

16 My dad was very **proud** ☐ learning to ski. ________

17 Why are you always **rude** ☐ waiters and shop assistants? ________

18 Rachel is **worried** ☐ losing her job. ________

19 I'm **tired** ☐ walking. Let's stop and have a rest. ________

b 🔊 **3.23** Listen and check.

✔ **ACTIVATION** Cover the **Preposition** column. Say the sentences with the correct preposition(s).

Gerunds after prepositions

Remember that after a preposition, we use a verb in the gerund (+ *-ing*).

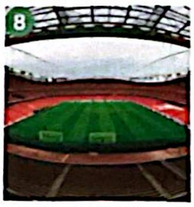
We're really excited ***about going*** *to Brazil.*
I'm tired ***of walking****.*

p.51

Sport

1 People and places

a Match the words and photos.



☐ captain /ˈkæptɪn/
☐ coach /kəʊtʃ/
1 fans /fænz/
☐ players /ˈpleɪəz/
☐ referee /refəˈriː/ / umpire /ˈʌmpaɪə/
☐ spectators /spekˈteɪtəz/ / the crowd /kraʊd/
☐ sports hall /ˈspɔːts hɔːl/
☐ stadium /ˈsteɪdiəm/
☐ team /tiːm/

b 5.2 Listen and check.

c Match the sports and places.

circuit /ˈsɜːkɪt/ course /kɔːs/
~~court~~ /kɔːt/ pitch /pɪtʃ/ pool /puːl/
slope /sləʊp/ track /træk/

1 tennis / basketball *court*
2 football / rugby / hockey ____
3 swimming / diving ____
4 athletics ____
5 Formula 1 / motorcycling ____
6 golf ____
7 ski ____

d 5.3 Listen and check.

ACTIVATION Test a partner.

A (book open) Say a sport, e.g. *tennis*.
B (book closed) Say where you do it, e.g. *tennis court*.

2 Verbs

win* and *beat

You *win* a match, competition, medal, or trophy.
You *beat* another team or person, e.g. *PSG beat Chelsea*.

a Complete with the past tense and past participles.

beat *beat* ____
win ____ ____
lose ____ ____
draw ____ ____

b Complete the **Verb** column with the past tense of a verb from **a**.

Verb

1 Spain ☐ with Brazil 2–2. ____
2 Milan ☐ Chelsea 3–0. ____
3 Milan ☐ the match 3–0. ____
4 The Chicago Bulls ☐ 78–91 to the Boston Celtics. ____

c 5.4 Listen and check **a** and **b**.

d Complete the **Verb** column with a word or phrase from the list.

do get fit get injured go kick score throw ~~train~~

Verb

1 Professional sportspeople have to ☐ every day. *train*
2 Don't play tennis on a wet court. You might ☐. ____
3 A footballer has to try to ☐ the ball into the goal. ____
4 I've started going to the gym because I want to ☐. ____
5 Our new striker is going to ☐ a lot of goals. ____
6 Would you like to ☐ swimming this afternoon? ____
7 My brothers ☐ yoga and t'ai chi. ____
8 In basketball, players ☐ the ball to each other. ____

e 5.5 Listen and check.

3 Phrasal verbs

a Match the highlighted phrasal verbs to their meanings A–D.

1 ☐ It's important to warm up before you do any exercise.
2 ☐ My daughter works out every afternoon.
3 ☐ The player got a red card and was sent off.
4 ☐ My team was knocked out in the semi-finals.

A was eliminated
B do exercise, usually at a gym
C was told to leave the pitch, court, etc.
D do light exercise to get ready for a match, for example

b 5.6 Listen and check.

p.80

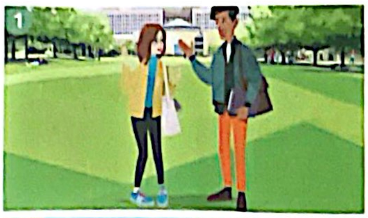
Relationships

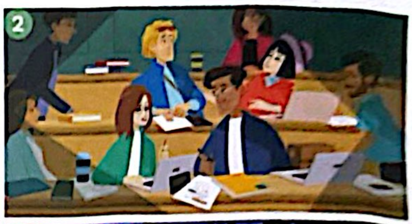
1 Verb phrases

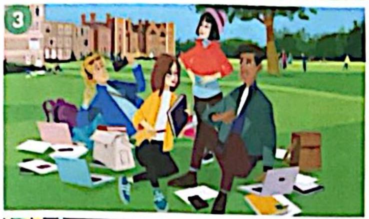
a Look at the pictures and complete the sentences with a verb or verb phrase in the past tense.

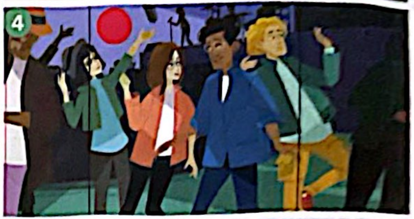
be together become friends break up
get engaged get in touch get married
get on get to know go out together
have (sth) in common lose touch ~~meet~~

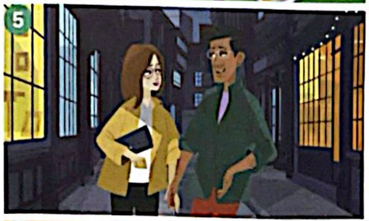
1 I met Bilal when I was studying at university.
2 We ________ each other quickly because we went to the same classes.
3 We soon ________.
4 We discovered that we ________ a lot ________. For example, we both liked art and music.
5 We ________ in our second term and we fell in love.
6 We ________ for two years.
7 In our last term at university, we started to argue a lot and we ________ (or split up).
8 After we left university, we ________ because I moved to London.
9 Five years later, we ________ again on social media. We were both still single.
10 This time we ________ better than before, maybe because we were older.
11 After two months, we ________.
12 We ________ last summer. A lot of our old university friends came to the wedding!

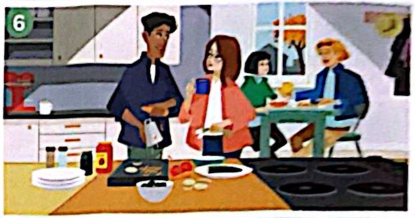


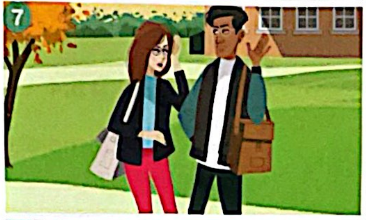


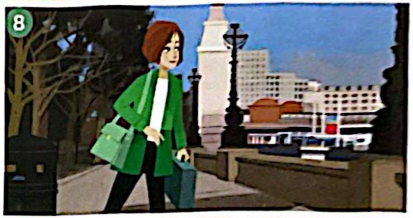


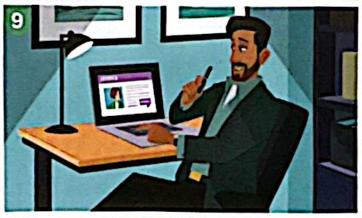


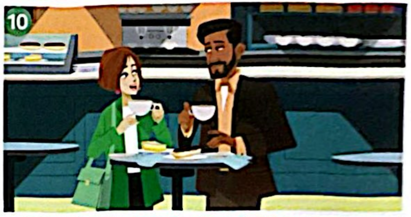


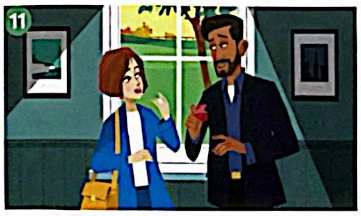


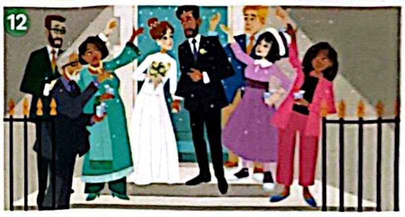












b Watch the video again and check.

✓ **ACTIVATION** Cover the sentences. Use the pictures to retell the story.

2 People

a Match the words and definitions.

classmate /ˈklɑːsmeɪt/
close friend /kləʊs ˈfrend/
colleague /ˈkɒliːɡ/ ~~couple~~ /ˈkʌpl/ ex /eks/
fiancé (male) / fiancée (female) /fiˈɒnseɪ/
flatmate /ˈflætmeɪt/ partner /ˈpɑːtnə/

1 couple two people who are married or in a romantic relationship
2 ________ your husband, wife, boyfriend, or girlfriend
3 ________ the person that you are engaged to be married to
4 ________ a person that you share a flat with
5 ________ a person that you work with
6 ________ (*colloquial*) a person that you used to have a relationship with
7 ________ a very good friend that you can talk to about anything
8 ________ a person who is in the same class as you at school or college

b 5.20 Listen and check.

✓ **ACTIVATION** Cover the definitions and look at the words. Remember the definitions.

← p.86

Cinema

1 Kinds of film

a Match the kinds of films and photos.

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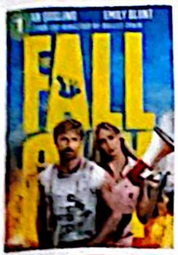

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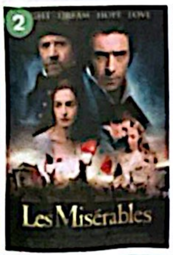

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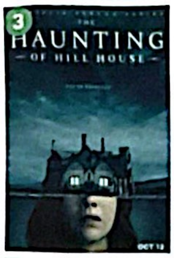

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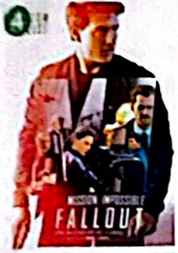

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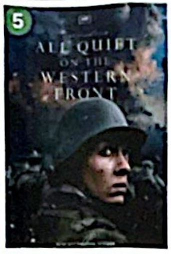
ALL QUIET ON THE WESTERN FRONT

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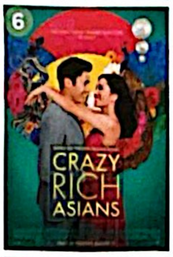

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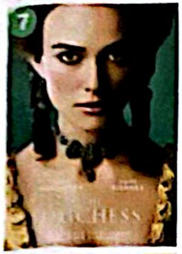

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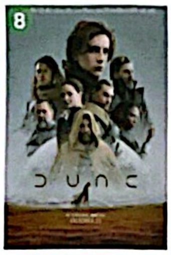

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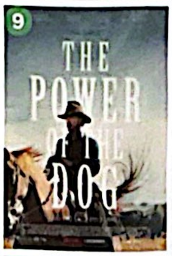
THE POWER OF THE DOG

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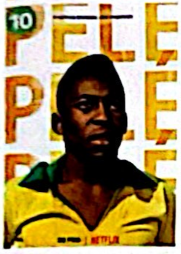

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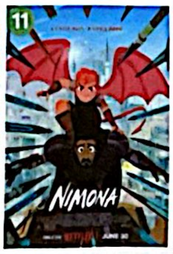

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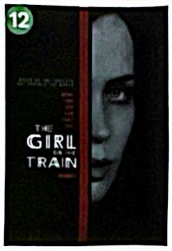
THE GIRL ON THE TRAIN

- ☐ an action film /'ækʃn fɪlm/
- ☐ an animation /ænɪ'meɪʃn/
- ☐ a biopic /'baɪəʊpɪk/
- 1 a comedy /'kɒmədi/
- ☐ a period drama /'pɪəriəd drɑːmə/
- ☐ a horror film /'hɒrə fɪlm/
- ☐ a musical /'mjuːzɪkl/
- ☐ a rom-com /'rɒm kɒm/ (romantic comedy)
- ☐ a science fiction film /ˌsaɪəns 'fɪkʃn fɪlm/
- ☐ a thriller /'θrɪlə/
- ☐ a war film /'wɔː fɪlm/
- ☐ a western /'westən/

b 6.1 Listen and check.

ACTIVATION Talk to a partner. Think of a famous film for each kind of film in a. What kind of films do you / don't you like? Why?

2 People and things

a Match the nouns and definitions.

audience /'ɔːdiəns/ ~~cast~~ /kɑːst/ critic /'krɪtɪk/ extra /'ekstrə/ plot /plɒt/ prop /prɒp/ review /rɪ'vjuː/ scene /siːn/ script /skrɪpt/ sequel /'siːkwəl/ set /set/ soundtrack /'saʊndtræk/ special effects /'speʃl ɪ'fekts/ star /stɑː/ subtitles /'sʌbtaɪtlz/ trailer /'treɪlə/

1 *cast* ________ all the people who act in a film
2 ________ (also *verb*) the most important actor in a film
3 ________ the music of a film
4 ________ the story of a film
5 ________ a part of a film which happens in one place
6 ________ the people who watch a film in a cinema
7 ________ a film which continues the story of an earlier film
8 ________ images often created by a computer
9 ________ a series of short scenes from a film, shown in advance to advertise it
10 ________ the words of a film
11 ________ a person who is employed to play a very small part in a film, usually as a member of a crowd
12 ________ the translation of the dialogue of a film on screen
13 ________ an article which gives an opinion about a new film
14 ________ the place where a film is being shot
15 ________ an object used by actors during a performance
16 ________ a person who writes film reviews for the press

b 6.2 Listen and check.

3 Verbs and verb phrases

MERYL STREEP
HUGH GRANT
FLORENCE FOSTER JENKINS

a Match sentences 1–6 to sentences A–F.

1 ☐ The film **is based on** the life of an opera singer.
2 ☐ It **is set in** New York during the 1940s.
3 ☐ It **is directed by** Stephen Frears.
4 ☐ Hugh Grant **plays the part of** Florence's husband and manager.
5 ☐ It **was shot** (or **filmed**) **on location** in Liverpool.
6 ☐ It **is dubbed** into other languages.

A It is situated in that place at that time.
B He is the director.
C This is his role in the film.
D The words are spoken in a different language by foreign actors.
E The film is an adaptation of a true story.
F It was filmed outside the studio.

b 6.3 Listen and check.

ACTIVATION Cover 1–6 and look at A–F. Remember 1–6. Then think of another film you know well and say sentences 1–6 about the film.

p.98

The body

1 Parts of the body

a Match the words and photos.

- ☐ arms /ɑːmz/
- ☐ back /bæk/
- ☐ chin /tʃɪn/
- ☐ ears /ɪəz/
- ☐ eyes /aɪz/
- ☐ face /feɪs/
- ☐ feet /fiːt/ (*sing* foot /fʊt/)
- ☐ fingers /ˈfɪŋgəz/
- ☐ hands /hændz/
- ☐ head /hed/
- ☐ knees /niːz/
- ☐ legs /legz/
- ☐ lips /lɪps/
- 1 mouth /maʊθ/
- ☐ neck /nek/
- ☐ nose /nəʊz/
- ☐ shoulders /ˈʃəʊldəz/
- ☐ stomach /ˈstʌmək/
- ☐ teeth /tiːθ/ (*sing* tooth /tuːθ/)
- ☐ thumb /θʌm/
- ☐ toes /təʊz/
- ☐ tongue /tʌŋ/

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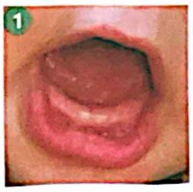
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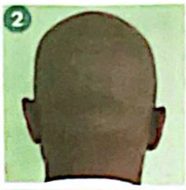
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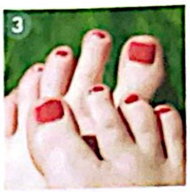
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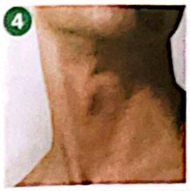
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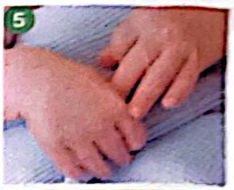
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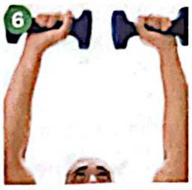
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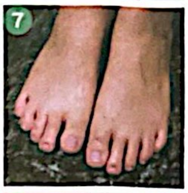
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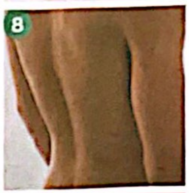
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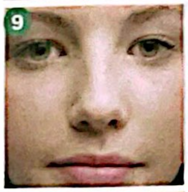
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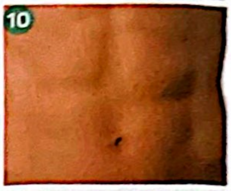
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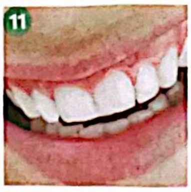
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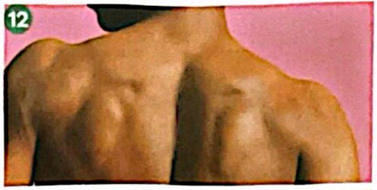
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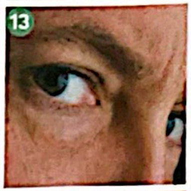
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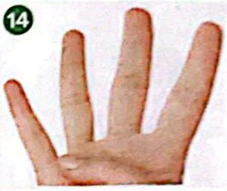
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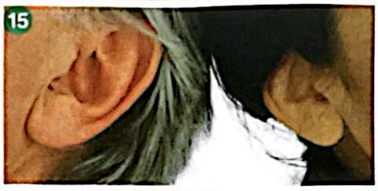
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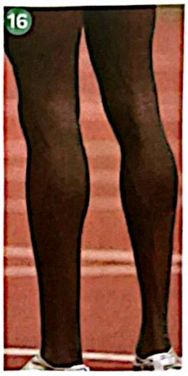
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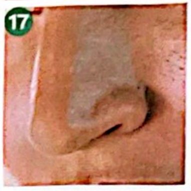
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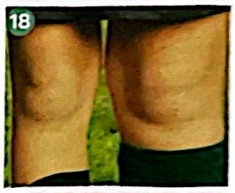
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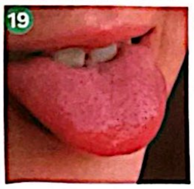
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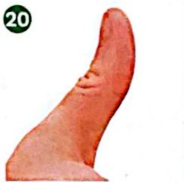
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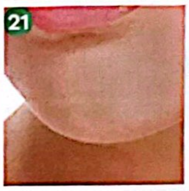
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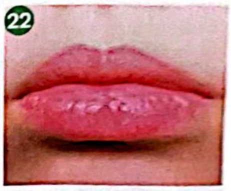


b 6.13 Listen and check.

ACTIVATION In pairs, point to a part of the body for your partner to say the word.

Possessive pronouns with parts of the body

In English, we use possessive pronouns (*my*, *your*, etc.) with parts of the body.

Give me your hand. **NOT** ~~*Give me the hand.*~~

2 Verbs related to the body

a Complete the sentences with a verb from the list in the correct tense.

~~bite~~ /baɪt/ clap /klæp/ kick /kɪk/ nod /nɒd/ point /pɔɪnt/ smell /smel/ smile /smaɪl/ stare /steə/ taste /teɪst/ touch /tʌtʃ/ whistle /ˈwɪsl/

1 Don't be frightened of the dog. He won't bite.
2 Jason ________ the ball too hard and it went over the wall into the next garden.
3 Mmm! Something ________ delicious! Are you making a cake?
4 The stranger ________ at me for a long time, but he didn't say anything.
5 Can you ________ the sauce? I'm not sure if it needs more salt.
6 My dog always comes back when I ________.
7 Don't ________ the oven door! It's really hot.
8 The audience ________ when I finished singing.
9 The teacher suddenly ________ at me and said, 'What's the answer?' I hadn't even heard the question!
10 He's a very serious person – he never ________.
11 Everybody ________ in agreement when I explained my idea.

b 6.14 Listen and check. Which parts of the body do you use to do the things in **a**?

p.104

Education

1 The school system in the UK and the US

a Complete the text about the UK with words from the list.

boarding /'bɔːdɪŋ/ degree /dɪ'griː/ head /hed/
nursery /'nɜːsəri/ ~~primary~~ /'praɪməri/ private /'praɪvɪt/
pupils /'pjuːplz/ secondary /'sekəndri/ state /steɪt/
students /'stjuːdnts/ terms /tɜːmz/

In the UK

Children start ^{1}*primary* school when they're five. Before that, many children go to ^{2}__________ school, e.g. between the ages of two and four, but this is not compulsory. From 11–18, children go to ^{3}__________ school. The majority of schools in the UK (about 90%) are ^{4}__________ schools, which means that they are paid for by the government and education is free. The other ten per cent are ^{5}__________ schools, where parents have to pay. A few of these are ^{6}__________ schools, where children study, eat, and sleep. Children at primary school are often called ^{7}__________ and children at secondary school are usually called ^{8}__________, as are people who are studying at university. The person who is in charge of a school is called the ^{9}__________ teacher. The school year is divided into three ^{10}__________.

If you want to go to university, you have to take exams called A levels in your last year at school. If your results are good enough, you get a place. A person who has finished university and has a ^{11}__________ is called a graduate.

b 7.2 Listen and check.

c Complete the text about the US with words from the list.

college /'kɒlɪdʒ/ ~~elementary~~ /elɪ'mentri/
grades /greɪdz/ high /haɪ/ kindergarten /'kɪndəgɑːtn/
semesters /sɪ'mestəz/ twelfth grade /'twelfθ greɪd/

In the US

The school system is divided into three levels, ^{1}*elementary* school, middle school (sometimes called junior high school), and ^{2}__________ school. Schoolchildren are divided by age groups into ^{3}__________. The youngest children start in ^{4}__________ (followed by first grade) and continue until ^{5}__________, which is the final year of high school. The school year is divided into two ^{6}__________. Higher education in the US is often called ^{7}__________.

d 7.3 Listen and check.

✓ **ACTIVATION** Cover the texts. With a partner, remember the different types of school (starting from the lowest level) in both countries.

2 Discipline and exams

a Complete the texts with a verb from the list in the correct form.

~~not be allowed to~~ /nɒt biː ə'laʊd tə/
be expelled /bi ɪk'speld/ be punished /bi 'pʌnɪʃt/
cheat /tʃiːt/ let /let/ make /meɪk/
misbehave /mɪsbɪ'heɪv/

A Discipline is very strict in our school. We ^{1}*aren't allowed to* switch on our phones during class and they don't ^{2}__________ us bring unhealthy food for lunch, like crisps or fizzy drinks. Most students behave well, but if you ^{3}__________ – for example, talk too much in class, you'll ^{4}__________ and the teacher will probably ^{5}__________ you stay behind after class. If you do something more serious, like ^{6}__________ in an exam, you might even ^{7}__________.

fail /feɪl/ pass /pɑːs/ get the result /get ðə rɪ'zʌlt/
revise /rɪ'vaɪz/ take /teɪk/ (or *do*)

B Marc has to ^{1}__________ an important English exam next week. He hopes he'll ^{2}__________, but he hasn't had much time to ^{3}__________, so he's worried that he might ^{4}__________. He won't ^{5}__________ until July.

b 7.4 Listen and check.

✓ **ACTIVATION** Cover the texts and look at the verbs. Explain what they mean.

make, let, and allow

*My French teacher **made me do** extra homework.*
*Our IT teacher **lets us play** games every Friday.*
*The head **doesn't allow us to take** our phones to school.*

We use *make* and *let* with an object pronoun and the infinitive without *to*. We use *allow* with an object pronoun and the infinitive + *to*.

let and *allow* have a similar meaning. We often use *allow* in the passive, e.g. *We're allowed to play games every Friday*, but we can't use *let* in the passive **NOT** ~~*We're let play games…*~~

p.116

Houses

1 Where people live

a Complete the **Preposition** column with *in* or *on*.

Preposition

1 I live ☐ **the country**, surrounded by fields. in
2 I live ☐ **the outskirts** of Oxford, about three miles from the centre. ______
3 I live ☐ **a village** (**a town / a city**). ______
4 I live in Cromer, a small town ☐ **the east coast**. ______
5 I live ☐ **the second floor** of a large block of flats. ______
6 I live ☐ Croydon, a **suburb** of London about 15 miles from the city centre. ______

b 7.14 Listen and check.

c Cover the **Preposition** column. Say the sentences with the correct preposition.

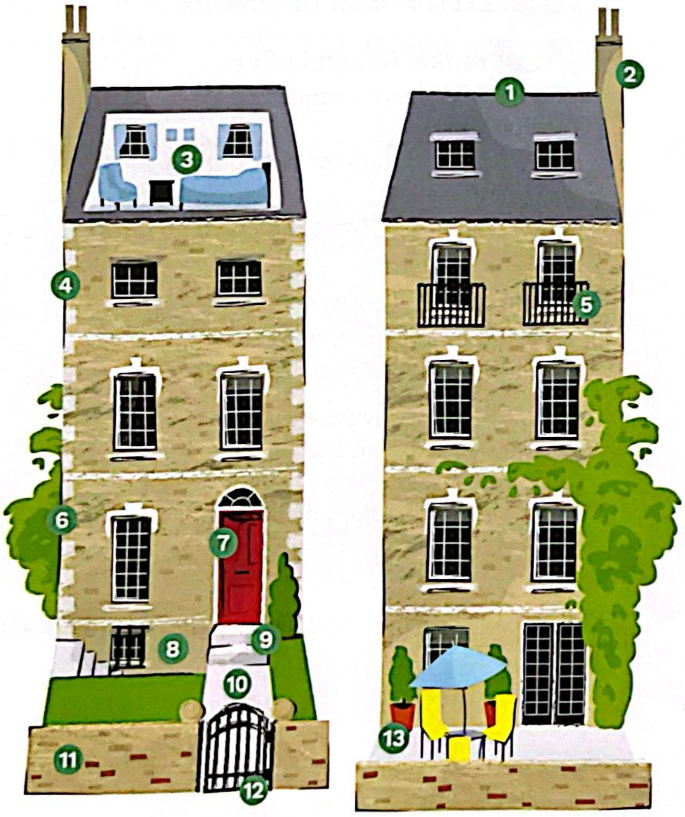
✓ **ACTIVATION** Talk to a partner. Describe where you live.

2 Parts of a house

a Match the words and pictures.

☐ attic /ˈætik/
☐ balcony /ˈbælkəni/
☐ basement /ˈbeɪsmənt/
☐ chimney /ˈtʃɪmni/
☐ entrance /ˈentrəns/
☐ gate /geɪt/
☐ ground floor /graʊnd ˈflɔː/ (*AmE* first floor)
☐ path /pɑːθ/
1 roof /ruːf/
☐ steps /steps/
☐ terrace /ˈterəs/ (patio /ˈpætɪəʊ/)
☐ top floor /tɒp ˈflɔː/
☐ wall /wɔːl/

b 7.15 Listen and check.



3 Describing a house or flat

a Match the descriptions and photos.

☐ I live in a cottage in the country. It's old and made of stone and the rooms have very low ceilings. There's an open fire in the living room and it's very cosy in the winter.

☐ I live in a modern flat in the city centre. It's spacious and very light, with wooden floors and big windows.

b 7.16 Listen and check. Focus on how the highlighted words and phrases are pronounced.

***chimney* or *fireplace*?**

In English, *chimney* only refers to the structure on the roof of the house.

Fireplace is the place where you burn wood or coal. For some nationalities, *chimney* is a 'false friend'.

***roof* or *ceiling*?**

Roof is the top part of a house. *Ceiling* is the top part of a room.

✓ **ACTIVATION** Cover the descriptions and look at the photos. Describe the rooms.

p.122

Work

1 Verb phrases

a Complete the sentences with a verb or verb phrase from the list.

applied for /ə'plaɪd fɔː/ do /duː/ ~~do overtime~~ /duː 'əʊvətaɪm/ got promoted /gɒt prə'məʊtɪd/ resign /rɪ'zaɪn/ retire /rɪ'taɪə/ run /rʌn/ set up /set ʌp/ was made redundant /wəz meɪd rɪ'dʌndənt/ was sacked /wəz sækt/ work shifts /wɜːk ʃɪfts/

1 Dan has to do overtime.	He has to work extra hours.
2 Matt __________ last week.	He was given a more important job.
3 Most nurses have to __________.	Sometimes they work during the day and sometimes at night.
4 A man in our department __________ yesterday. (or *be fired*)	The boss told him to leave.
5 Paolo __________.	He lost his job because the company didn't need him any more.
6 The director of the company is going to __________. (*AmE* quit)	He has decided to leave his job.
7 Lilian is going to __________ next month.	She's 65 and she's going to stop working.
8 Isobel has __________ a business selling clothes online.	She had the idea and has started doing it.
9 Everyone in the office has to __________ a training course.	They need to learn how to use the new software.
10 Mandy __________ a job online.	She replied to an advert and sent in her CV.
11 My parents __________ a language school in Brighton.	They employ six teachers, who teach English to foreign students.

b 8.1 Listen and check. Cover the first sentence and look at the second. Can you remember the verb?

✓ **ACTIVATION** Do you know anybody who has applied for a job / got promoted / been made redundant / resigned / been sacked (fired) / retired recently?

2 Saying what you do

a Match the adjectives and definitions.

freelance /'friːlɑːns/ part-time /pɑːt 'taɪm/ self-employed /ˌself ɪm'plɔɪd/ temporary /'temprəri/ unemployed /ʌnɪm'plɔɪd/

talking about people

1 I'm __________.	without a job
2 He's __________.	working for himself
3 He's a __________ designer.	working for different companies

talking about a job or work

4 It's a __________ job.	(*opp* permanent) only a short contract, e.g. for six months
5 It's a __________ job.	(*opp* full-time) only a few hours a day

b Complete the sentences with *at*, *for*, *in*, or *of*.

1 I **work** for (in) a multinational company.
2 I'm __________ **charge** __________ the Marketing Department.
3 I'm **responsible** __________ customer loans.
4 I'm __________ school (university).
5 I'm __________ my third year at university.

c 8.2 Listen and check **a** and **b**.

3 Word building

a Make nouns from the verbs by adding *-ment*, *-ion*, or *-ation*. Make any other necessary changes.

	Noun		Noun
1 promote	promotion	4 employ	
2 apply		5 qualify	
3 retire		6 resign	

b Make nouns for the people who do the jobs by adding *-er*, *-or*, *-ian*, or *-ist*. Make any other necessary changes.

	Noun		Noun
1 science		4 pharmacy	
2 law		5 farm	
3 music		6 translate	

c 8.3 Listen and check **a** and **b**. Underline the stressed syllable in the new words.

✓ **ACTIVATION** Cover the **Noun** columns and look at 1–6 in **a** and **b**. Remember the nouns. Then think of two more jobs ending in *-er*, *-or*, *-ian*, or *-ist*.

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Word building

1 Making nouns from verbs

a Make nouns from the verbs in the list and write them in the correct column.

~~achieve~~ /ə'tʃiːv/ agree /ə'griː/ argue /'ɑːgjuː/
attach /ə'tætʃ/ choose /tʃuːz/
compensate /'kɒmpənseɪt/ complain /kəm'pleɪn/
consider /kən'sɪdə/ deliver /dɪ'lɪvə/
demonstrate /'demənstreɪt/ explain /ɪk'spleɪn/
fail /feɪl/ improve /ɪm'pruːv/ lose /luːz/
manage /'mænɪdʒ/ pay /peɪ/ respond /rɪ'spɒnd/
sell /sel/ serve /sɜːv/ succeed /sək'siːd/
tempt /tempt/ treat /triːt/ value /'væljuː/

+ *-ation*	+ *-ment*	new word
	achievement	

b 8.15 Listen and check. Underline the stressed syllable in the nouns.

ACTIVATION Test a partner. Then change roles.

A (book open) Say the verb.
B (book closed) Say the noun.

c Complete the questions with a noun from **a** in the singular or plural.

1 Have you ever been on a demonstration? What were you protesting about?
2 Have you ever opened an email ________ that contained a virus? What happened?
3 Do you often have ________ with your family? What about?
4 Do you prefer reading grammar ________ in your own language, or do you think it's better to read them in English?
5 Have you ever made a ________ to a company and got ________?
6 Do you think that there's too much ________ when you're shopping, e.g. for a new phone?
7 In a restaurant, what's more important for you, the food or the ________?

d 8.16 Listen and check.

ACTIVATION With a partner, ask and answer the questions in **c**.

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2 Making adjectives and adverbs

Adjective prefixes and suffixes

We often make adjectives from nouns by adding a suffix. Some common suffixes are: *-y*, e.g. *sun – sunny*; *-ate*, e.g. *passion – passionate*; *-able* / *-ible*, e.g. *fashion – fashionable*; *-ful*, e.g. *use – useful.*

Nouns which end in *-ence* often make the adjective with *-ent*, e.g. *violence – violent.*

To make a negative adjective, we usually add a prefix, e.g. *un-*, *im-*, etc. (See **Vocabulary Bank** Personality *p.239*.) However, some adjectives that end in *-ful* make the negative by changing the suffix *-ful* to *-less*, e.g. *useful – useless*, *hopeful – hopeless*.

a Look at the adjectives and adverbs from the noun *luck* in the chart below. Complete the chart.

	adjectives		adverbs	
noun	+	−	+	−
luck	lucky	unlucky	luckily	unluckily
fortune	fortunate	unfortunate		
comfort				
patience				
care				

b 9.5 Listen and check.

c Complete the sentences with the correct form of the **bold** noun.

1 The beach was beautiful, but unfortunately it rained almost every day. **fortune**
2 My new shoes are very ________. I wore them all day yesterday and they didn't hurt at all. **comfort**
3 He did the exam quickly and ________, and so he made lots of mistakes. **care**
4 We were really ________. We missed the flight by just five minutes. **luck**
5 Jack is a very ________ driver! He can't stand being behind someone who is driving slowly. **patience**
6 It was a bad accident, but ________ nobody was seriously hurt. **luck**
7 It was raining, but fans waited ________ in the queue to buy tickets for tomorrow's concert. **patience**
8 The roads will be very icy tonight, so drive ________. **care**
9 The temperature dropped to minus ten degrees, but ________, we were all wearing warm coats. **fortune**
10 The bed in the hotel was incredibly ________. I hardly slept at all. **comfort**

d 9.6 Listen and check.

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Irregular verbs

Infinitive	Past simple	Past participle
be /bi/	was /wɒz/ were /wɜː/	been /biːn/
beat /biːt/	beat	beaten /'biːtn/
become /bɪ'kʌm/	became /bɪ'keɪm/	become
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought
build /bɪld/	built /bɪlt/	built
buy /baɪ/	bought /bɔːt/	bought
can /kæn/	could /kʊd/	–
catch /kætʃ/	caught /kɔːt/	caught
choose /tʃuːz/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come
cost /kɒst/	cost	cost
cut /kʌt/	cut	cut
do /duː/	did /dɪd/	done /dʌn/
draw /drɔː/	drew /druː/	drawn /drɔːn/
dream /driːm/	dreamt /dremt/ (also *dreamed*)	dreamt (also *dreamed*)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /iːt/	ate /eɪt/	eaten /'iːtn/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/
feel /fiːl/	felt /felt/	felt
find /faɪnd/	found /faʊnd/	found
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gruː/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung
have /hæv/	had /hæd/	had
hear /hɪə/	heard /hɜːd/	heard
hit /hɪt/	hit	hit
hurt /hɜːt/	hurt	hurt
keep /kiːp/	kept /kept/	kept
know /nəʊ/	knew /njuː/	known /nəʊn/
learn /lɜːn/	learnt /lɜːnt/ (also *learned*)	learnt (also *learned*)
leave /liːv/	left /left/	left
lend /lend/	lent /lent/	lent
let /let/	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /luːz/	lost /lɒst/	lost
make /meɪk/	made /meɪd/	made
mean /miːn/	meant /ment/	meant
meet /miːt/	met /met/	met
pay /peɪ/	paid /peɪd/	paid
put /pʊt/	put	put
read /riːd/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sed/	said
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold
send /send/	sent /sent/	sent
set /set/	set	set
shine /ʃaɪn/	shone /ʃɒn/	shone
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /sliːp/	slept /slept/	slept
smell /smel/	smelt /smelt/ (also *smelled*)	smelt (also *smelled*)
speak /spiːk/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent
stand /stænd/	stood /stʊd/	stood
steal /stiːl/	stole /stəʊl/	stolen /'stəʊlən/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught
tell /tel/	told /təʊld/	told
think /θɪŋk/	thought /θɔːt/	thought
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔː/	worn /wɔːn/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

Vowel sounds

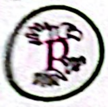
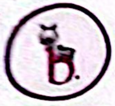
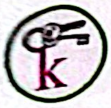
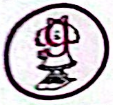
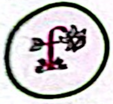
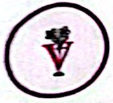
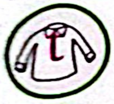
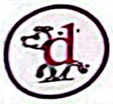
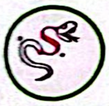
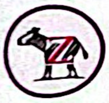
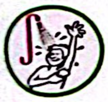
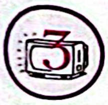
	usual spelling	! but also
fish	i bill dish fit pitch since ticket	pretty decided women busy village physics
tree	ee beef speed ea peach team e refund sequel	people magazine key niece receipt
cat	a mango tram tax bank carry crash	
car	ar garden charge starter a cast pass drama	aunt laugh heart
clock	o cost lorry bossy plot off on	watch want sausage because
horse	(o)or score floor al bald wall aw draw prawns	warm course thought caught audience board
bull	u full put oo cook look foot good	could should would woman
boot	oo food moody cartoon u* rude argue ew few flew	suitcase juice move shoe soup through queue
computer	Many different spellings. /ə/ is always unstressed. other nervous about complain information camera	
bird	er term prefer ir dirty circuit ur turn nursery	learn work world worse journey
egg	e lemon lend text spend plenty cent	friendly healthy jealous already many said
up	u public subject unlucky duck hurry rush	money tongue someone couple touch enough

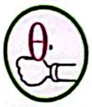
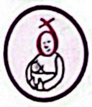
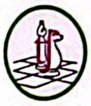
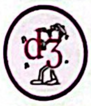
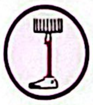
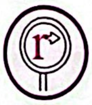
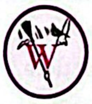
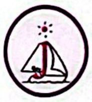
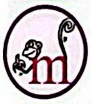
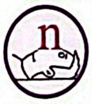
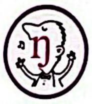
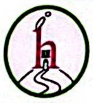
	usual spelling	! but also
train	a* save gate ai fail brain ay may say	break steak great weight grey they
phone	o* broke stone frozen slope oa coach roast	owe elbow although shoulders aubergine
bike	i* bite retire y cycle shy igh lights flight	buy eyes height
owl	ou hour mouth proud ground ow town brown	
boy	oi boiled noisy coin spoilt oy enjoy unemployed	
ear	eer beer engineer ere here we're ear beard appearance	really idea serious
chair	air airport upstairs fair hair are stare careful	their there wear pear area
tourist	Not a very common sound. euro furious plural sure	
/i/	A sound between /ɪ/ and /iː/. Consonant + *y* at the end of words is pronounced /i/. happy angry hungry	
/u/	Not a very common sound. education usually situation	

* especially before consonant + e

○ short vowels ○ long vowels ○ diphthongs

Consonant sounds

		usual spelling		! but also
	**parrot**	p pp	propose pupil transport trip apply shopping	
	**bag**	b bb	beans bill probably crab dubbed stubborn	
	**key**	c k ck	court script kind kick track lucky	chemist's school stomach account squid
	**girl**	g gg	golf grilled forget colleague aggressive luggage	
	**flower**	f ph ff	food roof pharmacy nephew traffic affectionate	laugh enough
	**vase**	v	van vegetables travel invest private believe	of
	**tie**	t tt	taste tidy stadium strict attractive cottage	worked passed
	**dog**	d dd	director graduate comedy afford address middle	bored failed
	**snake**	s ss ce/ci	steps likes boss assistant ceiling cinema	scene science cycle
	**zebra**	z s, se	lazy freezing cosy loves toes lose nose	
	**shower**	sh ti (+ vowel) ci (+ vowel)	show punish cash selfish ambitious explanation spacious sociable	sugar sure chef machine
	**television**	Not a very common sound. confusion decision revision usually courgette		

		usual spelling		! but also
	**thumb**	th	throw thriller healthy maths path teeth	
	**mother**	th	the that with further together	
	**chess**	ch tch t (+ure)	change cheat match pitch picture future	
	**jazz**	j g dge	jealous just generous manager fridge judge	
	**leg**	l ll	limit salary reliable until sell rebellious	
	**right**	r rr	result referee primary fried borrow terrace	written wrong
	**witch**	w wh	war waste western motorway whistle which	one once
	**yacht**	y before u	yet year yoghurt yourself university argue	
	**monkey**	m mm	mean romantic charming arm summer swimming	lamb
	**nose**	n nn	neck honest none chimney tennis winner	knee knew
	**singer**	ng before g / k	cooking going bring spring tongue think	
	**house**	h	hands helmet behave inherit unhappy perhaps	who whose whole

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Mediation Bank

1 Written mediation

a Read the strategy.

Written mediation strategy

Summarizing

When you write a summary, your aim is to highlight the main points of a text using your own words so that someone else can understand it without having to read it all.

- Read the text quickly to find out what it is about.
- Read the text again more carefully. Identify the main idea of each paragraph. Underline the most important points.
- Write your summary. Try to use your own words. Do not give your opinion and keep the text short and simple.
- Decide what the conclusion of the text is.
- Check your work against the text. Delete any repetitions and unnecessary information.

b **Read the example exam task below and do the activities.**

An online English magazine wants language students to write a post about the benefits of following certain diets. You found this online article about the Mediterranean diet. Summarize the information in the article for your post and then explain why you think people should follow the diet.

The benefits of a Mediterranean diet

A The Mediterranean diet is a healthy form of eating. It was inspired by the traditional food typical of Crete, in Greece, and Southern Italy in the early 1960s. The diet is supported by many scientific studies, which showed that it had many health benefits. It has become more popular not just in countries around the Mediterranean such as Spain, Greece, Italy and France, but in many other countries too.

B The diet involves eating plenty of fruit and vegetables. Beans and other legumes are an important source of protein, in addition to oily fish such as sardines and mackerel, and some meat. Carbohydrates, particularly wholegrain bread, pasta and rice, are popular. It also includes healthy fats like olive oil, nuts, seeds, and avocados.

C The diet encourages people to avoid processed food with added salt and sugar. People also limit the amount of red meat they eat and consume fewer animal products such as dairy and eggs. In Mediterranean countries, eating fresh or dried fruit instead of desserts and sugary treats is common.

D The Mediterranean diet is not only about which foods to include or avoid. It is also about following a certain lifestyle that involves taking time over eating, not being distracted by screens and other devices, and sharing meals with friends and family.

E Research suggests having a Mediterranean diet can reduce the danger of developing medical conditions such as type 2 diabetes, strokes, high blood pressure and high cholesterol, which can cause heart disease. People who follow the diet are less likely to put on weight.

Generally, following the Mediterranean diet is an excellent way to improve your health.

c **Match paragraphs A–E to topics 1–6. There is one extra topic.**

1 the health benefits ___
2 similar diets ___
3 the food to eat ___
4 the origins of the diet ___
5 the food not to eat ___
6 a way of life ___

d **Underline the key information in the paragraphs.**

e **Find words and phrases in the article that mean the same as or are similar to the words below.**

1 common ________
2 a lot of ________ ________
3 highly treated ________
4 eat ________
5 reduce ________
6 studies show ________ ________
7 risk ________
8 diseases ________ ________

Useful phrases

Introducing the topic
One of the best-known healthy diets is… which…
Describing the important ideas
Generally, the diet means eating… and…
It also includes…
Talking about research and supporting examples
It has been found that…
It's thought that…
Giving a conclusion
So overall, I think…
I hope you find this post…

f **Write a post for an online English magazine about the Mediterranean diet. Write 120–150 words.**

p.9

2 Spoken mediation

a Read the strategy. Then do the activity.

Spoken mediation strategy

Note-taking

When you write notes, the idea is to reduce a text to a simpler form that you can use when you are talking or writing about the subject later.

- Read the text to get a good idea of what it is about. Underline the most important points. You can leave out 'fillers' such as personal anecdotes and unnecessary examples.
- Group repeated information together.
- Rewrite the points you have underlined in a simpler form. Don't use full sentences.
- Use numbers instead of words.
- Use symbols, abbreviations and shortened words. Some of these may be standard such as & (and), *e.g.* (for example), and *Aug* (August).
- Use slashes (/) and dashes (–) instead of linkers.

Look at the tips for saving money. Make notes for each as in the example. Try to use no more than five words each time.

Example: Make a list of everything you usually spend your money on over the period of one month.

list spending – 1 month

1 Study each item and divide them into two categories: essential and non-essential

____

2 Consider how many non-essential items you can either remove or swap for cheaper options

____

b Read the example exam task below and do the activities.

Your English-speaking friend, Ed, is thinking about setting up an online business, but he doesn't know how to begin. You offer to find some information online. Read and make notes on the first four steps of an article you have found, and then leave a message for Ed telling him the main points.

c Find examples of the following 'fillers' in the article.

1 a question
2 a personal anecdote
3 an example
4 an opinion

d Look at the key information taken from Step 1. Rewrite it in note form.

When you've decided what service or product you plan to sell...

____

...you need to go online and do some research on your competition.

____

e Read Steps 2 to 4 again. Underline the key points and make notes.

Useful phrases

Starting a message
Hey ... it's me...
I found some interesting information on...
Giving advice
To start with you should...
You could also consider...
It's probably a good idea to...
Finishing a message
Call me back if / and...

f Call your friend and use your notes to leave a message about setting up an online business. Speak for about two minutes. You have about five minutes to prepare.

➔ p.27

How to set up an ONLINE BUSINESS

Step 1 So...you want to set up a business. The first question you need to ask yourself is – what kind of business do you want? When you've decided what service or product you plan to sell, you need to go online and do some research on your competition. Make sure the exact product you've chosen isn't already being sold by others. If it is, think about how you can make your product different.

Step 2 Think about how to reach your customers. Decide if you want to have your own online store, or to sell your products on an online marketplace. When I started my business, I sold my products on eBay. After I became successful, I set up my own store.

Step 3 You need to decide on a name for your business so spend time brainstorming ideas. Sometimes it's a good idea to include the product or service you offer in the company name, like 'Carol's cup cakes', for example.

Step 4 After this, you should write a business plan. This can help you make decisions, and even borrow money from a bank. You can find useful information online. Or I recommend doing a course.

3 Written mediation

a Read the strategy. Then do the activity.

Written mediation strategy

Paraphrasing

When you summarize, retell or simplify a text for another person, it is important to use your own words, or to paraphrase. You can...

- change the order and use fewer words
  There is a huge network of underground and overground trains running across Paris. > Paris has a huge network of trains.
- use synonyms and antonyms
  environmentally friendly > green
  modern > old-fashioned
- change sentences from active to passive
  They opened the tunnel in 1994. > The tunnel was opened in 1994.
- use a different word form (e.g. noun to verb)
  They made a decision... > They decided...

Rewrite the sentences. Which method in the strategy do you need to use?

1 They opened a new line on the Underground.
A ________ on the Underground ________.
2 There is a tradition of cycling in the city.
It is ________ to cycle in the city.
3 The roads are very narrow.
The roads ________ enough.

Transport in **Dublin**

Dublin is one of Ireland's most historic cities. Public transport is efficient, so it is easy to get around.

By bus: *Dublin Bus* services connect the city to its suburbs with a large network of routes. Buses are regular and there are 24-hour bus routes available.

By train: The *DART* is Dublin's train system which connects the main cities and towns. The company provides a speedy and frequent service. The line runs along the coast so you have spectacular views as you travel.

By tram: *The Luas* is the tram system. The Green Line runs from north to south, and the Red Line runs from west to east. Trams run every five minutes at peak times.

By bike: *Dublin Bikes* is a simple way to explore the city. These communal bikes are available around Dublin, including at tourist attractions. Pay for a day ticket, a three-day ticket or a yearly subscription. The initial 30 minutes of each journey is free.

How to pay: You can use a *Leap* card for any of the above services. Choose a period of time and get unlimited travel. *Leap* cards can be a lot cheaper than single-purchase tickets.

b Read the example exam task below and do the activities.

Your English teacher has asked you to do some research on transport in Dublin for a group of students who are going on a trip. You find some information online. Write a formal email to your teacher summarizing the most important information.

c Find words and phrases in the article that mean the same or similar to the words below.

1 surrounding districts ________
2 amazing ________
3 busiest times ________ ________
4 easy ________
5 annual ________
6 without restriction ________

d Find sentences in the article that match these paraphrased sentences.

1 They have a well-organized transport system.
________________________________.
2 Trains are fast and regular.
________________________________.
3 You can pick up a bike from various places of interest in the city.
________________________________.
4 There is no charge for the first half hour.
________________________________.

Useful phrases

Starting the email
Dear Mr/Mr/Ms (Name)...
I am writing to...
The main body
Generally, the city's transport is...
There are various options, including...
Finishing the email
I hope you find this information useful.
Best wishes,

e Write an email to your English teacher summarizing transport in Dublin. Write 120–150 words.

p.47

5015
Parnell
GPO
museum

4 Spoken mediation

a Read the strategy. Then do the activity.

Spoken mediation strategy

Collaborating with others

When you do a task that involves discussing options, it is important to keep the conversation going by asking for your partner's opinion and giving reasons to justify your own.

- Ask for an opinion
  How do you feel about... ?
  Do you have any thoughts about... ?
- Express your opinion
  I'm not keen on... .
  I don't really like... .
- Give your reasons
  I can't stand (going to the gym) because (I hate exercising indoors) and (I always feel uncomfortable).

Complete the sentences with your own ideas. Give at least two reasons for your opinion.

1 I like / don't like the idea of scuba diving because...

2 I think doing something academic in my free time is a good / bad idea because...

3 It's better to take up a new activity in the evenings / at the weekends because...

b Read the example exam task below and do the activities.

You and your partner want to learn a new skill.

Student A: You are keen on doing something educational and you are free at weekends and in the evenings. You find a Modern Art course. Read the information below and make notes to summarize what you like about this option.

Student B: You like studying, but enjoy being active too, and you are free on Friday evenings and at weekends. You find a photography course. Read the information below and make notes to summarize what you like about this option.

Then discuss the options together and decide which is best for both of you.

c Read the instructions for the task again. What preferences do Student A and Student B have?

d Read the adverts again and answer the questions. Write **P** (photography course), **A** (art course), **N** (neither), or **B** (both).

Which activity...?

1 involves being in the countryside ___

2 offers teaching on a Friday evening ___

3 has the cheapest course price ___

4 involves travelling to places ___

5 requires you to pay for extra costs ___

Useful phrases

Starting the conversation
Let's discuss the options.
How about starting with... ?
Agreeing
That sounds like a sensible solution.
I think you're right about that.
Disagreeing
I don't really think...
That's not going to work because...
Stating a preference
Generally, I prefer the idea of...

e Talk to your partner about the courses. Choose one course to take up together. Speak for about two minutes. You have about five minutes to prepare.

➔ p.65

STUDY PHOTOGRAPHY

Study photography with local photographer Amelia Allen.

This six-week course takes place on Saturday mornings in and around the local area, with visits to the New Forest and other places of interest.

Amelia is an award-winning landscape photographer who has a wealth of teaching experience.

During the course, she will show you how to create incredible landscape photos and take you through the different stages, from planning to shooting to editing.

All teaching is done on location whatever the weather.

Cost €150 (includes coach transport)

MODERN ART HISTORY COURSE

Our eight-week modern art history course combines classroom teaching with visits to galleries across the city. You will learn how to analyse and discuss modern art, focusing on artist technique and various modern art movements.

Teaching takes place on Wednesday evenings; however, if this is unsuitable, you can complete this part of the course online on any day of the week.

There are a total of four gallery visits included in the course, which take place on alternate Saturdays.

Cost €100 (not including travel to and from the galleries)

5 Written mediation

a Read the strategy. Answer the questions about the exam task.

Written mediation strategy

Identifying key information

When you do a task which involves matching a person's requirements with information in a text, it is important to pick out the key details from both the task and the text.

- Read the exam task carefully and consider what you are being asked to do.
- What is the name of the person you need to find information for and what does he/she want to do?
- What requirements, preferences and restrictions do they have? Underline these details.
- What kind of text do you need to write?
- Read the text quickly to get the general idea. Then read it again more carefully, underlining any details that are relevant for the task.

b Read the example exam task below and do the activities.

Your English-speaking friend, Jake, has moved to your town and wants to take up a new activity. He wants to do something adventurous and meet a variety of people. He also enjoys travelling. He would prefer to do the activity at weekends, but does not want to commit to a weekly event.

You find information about a hiking club which you think Jake will enjoy. Write a message to Jake giving him the key points and explaining why you think it will suit him.

c Read the text and answer the questions.

Paragraph 1

1 Which word suggests the hiking group is friendly?

2 Which four words describe the people in the group?

Paragraph 2

3 Which sentence explains the choice members have?

Paragraph 3

4 Which word suggests some of the hikes are difficult or demanding?

Paragraph 5

5 Which three words tell us the hiking club may involve travelling?

d Underline all the key points in the advert which match with Jake's requirements.

Useful phrases

Starting the message

Hey. I've had a think about (a suitable activity) and...

Justifying

I think you'd enjoy it because...

You said you wanted to ... and this...

On the other hand, you don't want...

Asking for feedback

Let me know what you think.

e Write a message to Jake giving him the key points about the hiking club and expressing why you think it will suit him. Write 120–150 words.

p.87

the HIKING club

Do you enjoy exploring new places and meeting new people? If the answer is yes, join us for exciting hikes in this country and abroad.

We are a welcoming group with around 50 members of different ages and backgrounds.

Choose to go on a weekly hike, or decide on the hikes you like best. We offer two or three regular Saturday hikes with options for hikers at all levels.

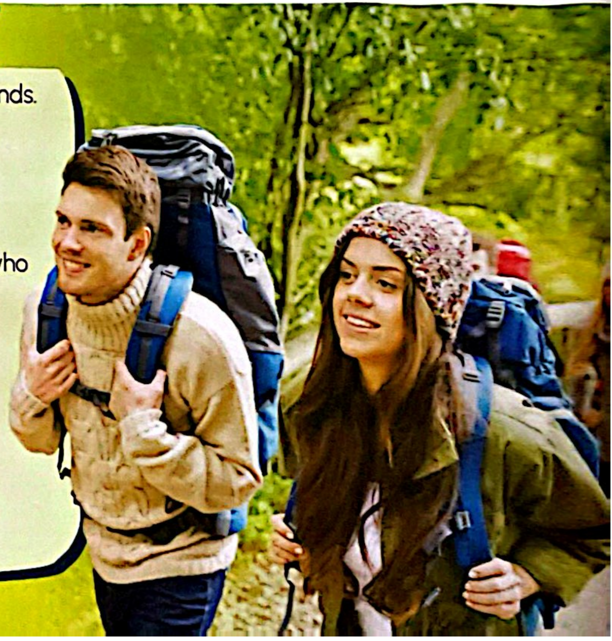
Our hikes include both easy local walks and more challenging hikes in mountains, hills and cities across the country. We will make sure that your level of fitness and your availability is matched to the most suitable hike. Each hike is led by an expert guide who will make sure you have a fun and safe experience.

We also organize social events about four times a year, where we get together and go out for a meal or to an evening event.

We organize hiking trips abroad at least twice every year. These involve following established routes in various countries. In recent years, we have been to Mont Blanc in France, the Dolomites in Italy, and Ben Nevis in Scotland.

Annual membership: €50

Note: This includes the cost of local hikes only.



6 Spoken mediation

a Read the strategy.

> **Spoken mediation strategy**
>
> ***Summarizing key points***
>
> When you give a spoken summary of a written text, you have a short time to prepare. Write and organize concise notes that you can refer to easily.
>
> - Read the task carefully and underline exactly what information you are being asked to talk about.
> - Read the text quickly and identify the topics you need to talk about.
> - Write short notes using your own words for each of the topics you have identified.
> - Check your notes. Make them more concise and/or reorganize them so that they are easy to refer to.
> - Use your notes to complete the task. Speak confidently and fluently and use the appropriate tone.

b **Read the example exam task below and do the activities.**

Your English-speaking friend Jessica is interested in a career as a TV camera operator, but doesn't know how to start. You work in media and offer to do some research for her. You find an article you think is useful. Leave a message for Jessica summarizing the key points. Mention the advantages and disadvantages of the job.

Working as a TV camera operator

There are lots of different jobs in the TV industry. Many people have dreams of becoming a famous actor or film director, but even though it's very hard to achieve this, there are a lot of other jobs worth considering.

TV camera operators use equipment to create the images a director wants. They have usually completed a university course such as media production, filmmaking or photography. These courses offer a mix of film theory and practical training. Some camera operators have also been to film school and trained in different aspects of the media such as TV production, animation, and radio.

In addition, many operators have completed work experience – for example, by volunteering in a community project. Volunteering provides the chance to develop technical skills and build a network of contacts.

Camera operators usually start as trainees in a media company before progressing to working as a camera assistant. The next step is becoming a camera operator.

The media is a competitive field, and the salary can be low. However, it is also an exciting and creative industry to be involved in. As a camera operator I have met lots of interesting people and really enjoyed all the projects I've worked on. I'd recommend it as a career for anyone who wants to work in the industry.

c **Answer the questions about the task.**

1 What career does Jessica want?

____

2 What have you offered to do?

____

3 What two things do you have to do when you leave your message?

____

d **Choose the three topics you should include in your message.**

1 ☐ what a camera operator does
2 ☐ what qualifications an operator needs
3 ☐ what experience it is useful to have
4 ☐ details about other jobs in the industry
5 ☐ what kind of job to apply for first
6 ☐ what the writer thinks of the TV industry

e **Find the information in the text you have decided to include and write notes.**

> **Useful phrases**
>
> Referring to a text
>
> *According to the article ...*
>
> *The writer says that ...*
>
> *What they say about (qualifications) ... is ...*
>
> Talking about advantages and disadvantages
>
> *On the one hand ... On the other hand...*
>
> *In some ways ... In other ways...*

f **Call Jessica and leave a message summarizing the key points from the article and mentioning the advantages and disadvantages of the job. Speak for about two minutes. You have about five minutes to prepare.**

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7 Written mediation

a Read the strategy. Answer the questions about the exam task.

Written mediation strategy

Adapting language

Adapting language involves changing the register or tone of a text according to your audience.

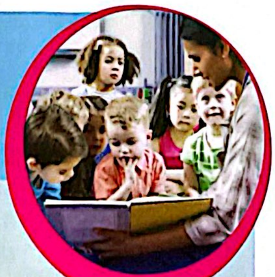
- Read the task carefully. Who are you writing to? What kind of text are you writing? Should you use formal or informal language?
- Read the text. Is it written in formal or informal language?
- When you adapt to informal language, you can:
  use phrasal verbs and colloquial language
  use contractions, e.g. *she's* instead of *she is*
  change the passive form to the active form
  simplify vocabulary and sentence structure
  use 'you', e.g. *You can go to an open day...*

b Read the example exam task below and do the activities.

Your English-speaking friend, Hassan, is planning to move to Paris where you used to live. He has a two-year-old child, Ayesha, who has special needs. Hassan has asked for your advice about the French education system and you have found an article. Write an email to Hassan giving him advice based on what you have read and offering more help.

Education in France:

The early years



The French education system has **a variety of** options for children aged two months to three years old.

Options for younger children include public or private nurseries, which are also known locally as crèches. The size of a crèche may vary. Some crèches can accommodate up to 60 children, while others take no more than 24. The cost also varies according to the parents' salary.

Alternative options are childminders – who look after fewer children in their own homes – and live-in nannies. In both cases, the caregiver is able to provide each child with more attention. Choice will depend on personal circumstances and the **requirements** of the child. Various websites are available which will guide parents through the process of deciding which childcare is best for their family.

When children are three, they are legally required to attend pre-primary, or nursery school.

If a child has special needs, there are various options which can be chosen. One of these is to go to a school which also runs a programme that aims to prepare children with special needs for a mainstream primary school. The children are taught by specialist teachers and a maximum of seven children are **admitted to** the programme. Not all nursery schools **participate**, however. Please see the links provided for a list of schools and further information.

c Answer the questions.

1 Which type of care do you think Ayesha should have at the age of two? Why?

____

2 What kind of nursery do you think Ayesha should to go?

____

d Match the words and phrases 1–5 to the words in **bold** in the text.

1 a number of ________
2 other ________
3 needs ________
4 accepted on ________
5 take part ________

e Complete each sentence using more informal language. Use the words given in capitals.

1 Options for younger children include public or private nurseries. CAN
Younger children ______________________________
______________________________.

2 Some crèches can accommodate up to 60 children. LOOK AFTER
Some crèches can ______________________________
______________________________.

3 When children are three, they are legally required to attend nursery school. HAVE
When ______________________________
______________________________.

Useful phrases

Reacting to news
Thanks for letting me know about...
That's great news about...
(It) sounds amazing!
Giving advice
It might be a good idea to...
It's probably best to...
Describing difficulties
It can be a bit (confusing) because...
It may be a bit (tricky) to...
Offering to help
Maybe we could (go through the information together).
I could (make a few phone calls) if you like.

f Write an informal email to Hassan giving him advice based on what you have read and offering more help. Write 120–150 words.

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5 Spoken mediation

a Read the strategy. Then do the activity.

Spoken mediation strategy

Collaborating with others

When you have to discuss several options, and choose one of them, you need to reach an agreement.

- Listen carefully to your partner's views.
- Try to be flexible when making the final decision.
- Use polite and appropriate language.

I agree with you about that.
That's a good suggestion.
I'm afraid I don't really like that idea because...
I'm not too keen on that option because...
That definitely sounds like the best option.
Let's go for that.

Disagree with the suggestions. Give your reasons why.

1 I think the best option is to work in a restaurant three evenings a week.
2 In my view, it's better to avoid working in the early mornings.

b **Read the example exam task below and do the activities.**

You and your partner are planning to travel to Sydney, Australia. While you are away, you want to do some casual work. You want to work in the same place so that in your free time you can enjoy activities and events together. Both of you prefer physical work to other kinds of work and enjoy being outdoors. You have found some job adverts online. Discuss them with your partner and agree which you think is best.

c Read the instructions for the task again. What do you both want in a job?

d Read the adverts again and match the jobs A–D to the questions 1–4 below. The questions can match more than one job.

Which job...?

1 involves working indoors ___ ___
2 includes looking after animals ___
3 offers somewhere to stay ___ ___
4 requires experience ___

Useful phrases

Describing the pros and cons
This (job)... but...
I like the idea of.... However,...
Making comparisons
They both involve...
Neither of them...
Checking ideas
So what do you think about...?
How do you feel about...?
Do you like the idea of...?
Deciding
We've discussed them all, so let's make a decision.

e Talk to your partner about the jobs. Choose one job to apply for. Talk for about two minutes. You have about five minutes to prepare.

p.137

A Gardeners

We require a team of gardeners to help with general gardening jobs in parks around the city. You will be provided with tools, but own transport is preferred. No experience is required, but you must be physically fit and energetic. Early mornings between 6 a.m. and 9 a.m.

B Baristas

Two baristas are required to join our lively team in the upcoming summer season. Responsibilities include preparing and serving high-quality coffee, maintaining a clean working area, and providing friendly customer service. Experience required.

C Painters

We need one or two painters to help decorate the inside of a single-storey house. We would prefer experience, but it is not completely necessary. The work will take one week to complete. We can offer accommodation if required. Must be hard-working.

D Farm helpers

Farm helpers needed for two months this summer. This is a small family-run farm with goats, horses, and sheep. Accommodation provided. Tasks may include: feeding animals, gardening, tree planting, and fencing.

9 Written mediation

a Read the strategy. Then do the activity.

Written mediation strategy

Simplifying

When you write a text about a complicated or technical topic, you may need to simplify the language.

- Read the text quickly to get an idea of the topic. Then read the text again, and underline any complex or technical vocabulary.
- Think of synonyms to replace the words you have underlined.
- Consider other ways to simplify the text – for example, switching from the passive form to the active form.
- Write your text, summarizing the main points and using the simplified language.

Underline three complex words in the text below. Choose three words from the list to replace them with. There are two words that you do not need.

completing encouraging fun important playing

Robot toys for children

These robot toys are perfect for inspiring children's imaginations while building essential skills through play. They introduce children to STEM (science, technology, engineering and maths) skills while taking part in entertaining activities.

b Read the example exam task below and do the activities.

Your English-speaking friend, Max, wants to buy a gadget for his teenage cousin. You offer to research some gadgets. Read the descriptions and write an email to Max, simplifying the language and saying which gadget you think he should get.

c Match the words in **bold** in the text to the simplified versions 1–6 below.

1 most simple ________
2 from a distance ________
3 from the air ________
4 method ________
5 builds ________
6 real-life ________

d Rewrite the information from the text using the active form.

1 Many products are made by 3D printers.
3D printers ________________.

2 Drones are controlled with software.
You ________________.

3 Drones are used by professional organizations.
Professional organizations ________________
________________.

4 Children are introduced to the skills they need for STEM by drones.
Drones ________________.

Useful phrases

Making recommendations

In my experience,...

...is probably the best option because...

I recommend that you...

Why don't you...?

Maybe you could...

e Write an email to your friend describing the gadgets and recommending one of them. Write 120–150 words.

➜ p.159

Technical gifts for young people

Are you looking for a gift for a child or a teenager who is mad about technology? Here are two suggestions.

3D printers

A 3D printer is a type of printer that **constructs** a **physical** object from a digital design. The **process** works by laying down thin layers of material such as liquid, plastic, and metal. Many commercial products are made by 3D printers. However, they are also fun for children and young people. Prices for **basic** models range from €100–200.

Drones

A drone is a small or medium-sized robot that flies without a human on board. Instead, it is controlled **remotely** with software. Drones are used by professional organizations – however, people also buy them for personal use such as taking **aerial** photographs. By using a drone, children are introduced to the skills they need for science, technology engineering, and maths.

Prices for basic models range from €50–100.

10 Spoken mediation

a Read the strategy. Then do the activity.

Spoken mediation strategy

Linking ideas

Organize ideas by: grouping similar points, making comparisons and contrasting information. This makes what you say clearer for your listener.

- Grouping similar points
  *During his career, Nadal broke many world records and he **also** won numerous Grand Slam titles.*
- Making comparisons
  *David Bowie changed his image. **Similarly**, Madonna reinvented herself.*
- *Contrasting information*
  *Picasso was famous during his life, **whereas** Van Gogh achieved fame after he died.*

Write the linking words and expressions in the table.

also although as well as… both … and…
but in addition however neither … nor…
similarly too whereas

Grouping	Making comparisons	Talking about contrasts

b Read the example exam task below and do the activities.

Your English class is doing a project on sports icons and you are preparing ideas for a presentation with your partner, who isn't in class today. You have found factfiles on Simone Biles and Lewis Hamilton. Leave a message for your partner describing the two athletes, and saying why you think they will be interesting to talk about.

c Choose the correct words to link the ideas.

1 Simone was born in Ohio; *however / as well as* she grew up in Texas.
2 Simone won medals in the 2016 Olympics *as well as / but* the 2024 Olympics.
3 Lewis was the youngest driver to top F1 rankings. *Whereas / In addition,* he was the first Black driver to achieve this.

d Match the first halves of the sentences 1–4 to endings A–D. Then complete each sentence with the missing word.

1 ☐ Simone Biles is American, ________
2 ☐ ________ Simone Biles and Lewis Hamilton
3 ☐ Neither Simone Biles ________
4 ☐ Simone Biles has focused on important issues such as mental health. ________

A Lewis Hamilton had easy childhoods.
B Lewis Hamilton has supported diversity in sport.
C achieved success at a young age.
D Lewis Hamilton is British.

Useful phrases

Starting your voice message
Hello. It's … here.
Introducing your reason for calling
I've got some ideas about…
My suggestions are…
Giving reasons
They're both great options to talk about because…

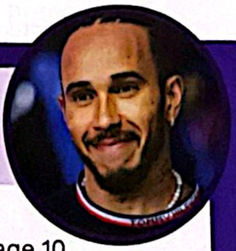
e Call your partner and leave a voice message. Compare and contrast the two athletes and say why you think they will be interesting to talk about. Speak for about two minutes. You have about five minutes to prepare.

➜ p.172

Simone Biles, Gymnast

Childhood:
Born 1997, Ohio, USA
Adopted by grandparents, grew up in Texas
Early career:
2010 Women's Junior Olympic National Championships – gold and bronze medals
Olympic success:
2016 Rio de Janeiro – 4 gold medals
2024 Paris – 3 gold medals, 1 silver
Other achievements:
Invented and performed new gymnastic moves
Role model for discussing mental health in sport

Lewis Hamilton, Racing driver



Childhood:
Born 1985, Stevenage, UK, lived with mother until age 10
Early career:
Aged 10 – won British Kart Championship
Aged 15 – youngest to achieve number 1 in world karting
Racing success:
1996 – youngest driver to top the Formula 1 rankings
2020 – broke record for Formula 1 wins
2024 – won British Grand Prix
Other achievements:
Campaigns to increase diversity in racing
Supports the Black Lives Matter movement

1A word order in questions

questions with *be* and *can*

	Are	you	hungry?
	Is	there	a bank near here?
	Can	I	sit here?
What	**was**	that	noise?
Where	**were**	you	born?

- We make questions with the verb *be* and *can* by inverting the verb and the subject.
  She is *a teacher.* → ***Is she*** *a teacher?*
  He can *drive.* → ***Can he*** *drive?*

questions with *do / does / did* in present simple and past simple

Question word	Auxiliary	Subject	Infinitive (= verb)
	Do	you	**live** with your parents?
	Did	you	**have** a holiday last year?
Where	**does**	your sister	**work**?
When	**did**	you	**start** studying English?
What	**did**	they	**talk** about?

- We use **ASI** (**A**uxiliary, **S**ubject, **I**nfinitive) or **QUASI** (**Qu**estion word, **A**uxiliary, **S**ubject, **I**nfinitive) to remember word order in questions. We often put a preposition at the end of a question, e.g. *Who do you live with?*

1B present simple

	I / you / we / they	*he / she / it*
+	I usually **work** at home.	My brother **works** in the city centre.
−	My parents **don't live** near here.	It **doesn't** often rain here.
?	**Do** you **speak** French?	**Does** she like pop music?
✓ ✗	Yes, we **do**. / No, we **don't**.	Yes, she **does**. / No, she **doesn't**.

- We use the present simple for things we do every day / week / year, or which are generally true or always happen.
- We use *don't / doesn't* to make negative sentences, and *do / does* to make questions.

infinitive	3rd person (*he / she / it*)	spelling
work	works	add *-s*
study	studies	consonant + *y* > *ies*
finish	finishes	add *-es* after *sh*, *ch*, *s*, *x*
go / do	goes / does	add *-es*
have	has	change to *-s*

adverbs and expressions of frequency

1 We **often** go out on Friday night.
She doesn't **usually** study at weekends.
I'm **never** ill.
He's **always** late for work.

2 She gets up early **every day**.
We have English classes **twice a week**.

1 We often use the present simple with adverbs of frequency (*always*, *often*, *sometimes*, *usually*, *hardly ever*, *never*).

- Adverbs of frequency go before the main verb.
- Adverbs of frequency go after *be*.
  She's never ill. **NOT** ~~*She's ill never.*~~
- Remember to use a + verb with *never*.
  It never rains. **NOT** ~~*It doesn't never rain.*~~

2 Expressions of frequency (*every day*, *once a week*, etc.) usually go at the end of a sentence.

1C present continuous: *be* + verb + *-ing*

1 **A** What **are** you **doing**? **B** **I'm sending** a message to Sarah.
2 My brother **is doing** a two-month course in the UK.
3 In this picture, the woman **is standing** near a table.

- We use the present continuous:
  1 for things happening now, at this moment.
  2 for temporary things that are happening around now, this week, etc.
  3 to describe what's happening in a picture.

+ −	I'm working. I'm not working.	You We They	're working. aren't working.	He She It	's working. isn't working.
? ✓ ✗	Are you working? Is he working?		Yes, I am. / No, I'm not. Yes, he is. / No, he isn't.		

infinitive	*-ing* form	spelling
cook study	cooking studying	add *-ing*
live	living	cut the final *e* and add *-ing*
run	running	if the verb finishes in consonant–vowel–consonant, double the final consonant and add *-ing*

present simple or present continuous?

1 **A** What **do** you **do**?
B I **work** for an IT company.
2 **A** What **are** you **doing**?
B **I'm checking** my messages.
3 I **like** this painting, it's beautiful.

1 We use the present simple for things that are generally true or always happen.

2 We use the present continuous for an action happening now, at this moment.

3 We normally use verbs which describe states or feelings (non-action verbs), e.g. *want*, *need*, *like*, in the present simple, not continuous, e.g. *I like Italian food.* **NOT** ~~*I'm liking Italian food.*~~

1A

a **Put the word or phrase in the right place in the question.**

Do you like fruit? (like)

1 How long did you there? (live)
2 Is older than you? (your sister)
3 When does start? (the lecture)
4 What time you switch on your computer? (do)
5 Where your family live? (does)
6 Where I catch the bus? (can)
7 When you see your parents? (did)
8 What time did arrive? (your friends)
9 Will go on much longer? (the talk)
10 Why do study English? (you)

b **Put the words in the right order to make questions.**

brother you a have do ? *Do you have a brother?*

1 your where go you holiday for did ?
2 to catch you do work the train ?
3 violin can the play you ?
4 children do have your pets any ?
5 the time what does leave bus ?
6 me you email send can an ?
7 door did front the lock you ?
8 band a do have you favourite ?
9 a did card send your you mother to ?
10 in do a you flat live house a or ?

1B

a **Write sentences and questions with the present simple.**

how often / he work late [?]
How often does he work late?

1 Maria / enjoy going to college [+]
2 my brother / eat salad [–]
3 I / like spiders much [–]
4 when / your term finish [?]
5 she / have ten pairs of shoes [+]
6 my mother / usually shop at the supermarket [+]
7 when / you do your housework [?]
8 I / enjoy driving at night [–]
9 when / you have breakfast [?]
10 my aunt / have a house by the sea [+]

b **Put the words in the right order.**

buys she usually lunch sandwich a for
She usually buys a sandwich for lunch.

1 day library we every study the in
2 home in I dark walking don't the like
3 gardening my enjoys really father
4 they children have don't any
5 about Christmas friends we at think our
6 an once exercise I week a class to go
7 morning he his every emails checks
8 cats my two dog have a friends and
9 is village a in shop there next the
10 rained a it for week hasn't

1C

a **Write sentences with the present continuous.**

I / check my email [+]
I am checking my email.

1 she / write her family history [+]
2 it / snow today [?]
3 why you / sit out there in the cold [?]
4 my friend / buy her ticket [+]
5 I / live at home now [–]
6 the teacher / tell a story [+]
7 your parents / buy a house [?]
8 we / study French [–]
9 why you / wear dark glasses [?]
10 they / make plans for their holiday [–]

b **Complete the sentences with the present simple or present continuous.**

My friend is *taking* photographs. (take)

1 Every morning she ________ for an hour. (run)
2 I ____________ about moving house at the moment. (not think)
3 Why ________ you ________ outside? Come back inside. (sit)
4 **A** ________ you ________ away every Christmas? (go)
B No, this year we ____________ at home. (stay)
5 On Tuesdays she ________ her cousin. (visit)
6 **A** Why________ you ________ your vegetables at the market? (not buy)
B I ____________ many vegetables. (not eat)
7 My brother is down by the river; he ____________ to catch a fish. (try)
8 On Mondays she ____________ many lectures. (not have)
9 My sister ____________ a baby. (expect)
10 I ____________ many emails. (not send)

2A past simple: regular and irregular verbs

	regular	irregular
⊞	We **stayed** at a hotel last summer.	I **went** to Spain twice last year.
⊟	He **didn't stay** with friends.	She **didn't go** to France.
⍰	**Did** you **stay** for the weekend?	**Did** you **go** to Madrid?
☑ ☒	Yes, I **did**.	No, we **didn't**.
Wh ⍰	Where **did** you **stay**?	Why **did** you **go**?

- We use the past simple to talk about finished actions that happened once or more than once in the past.
- The form of the past simple is the same for all persons.
- To make the past simple ⊞ of regular verbs, add *-ed*. See the spelling rules in the chart.
- Many common verbs are irregular in ⊞ past simple, e.g. *go* → ***went***, *see* → ***saw***. See **Irregular verbs** p.251.
- We use *didn't* + infinitive for negatives and *Did...* + subject + infinitive for questions.
- Use **ASI** and **QUASI** to remember word order in questions. See **Entry Checker 1A** p.264.

spelling rules for regular verbs

infinitive	past	spelling
work stay	worked stayed	add *-ed*
like	liked	add *d* if verb finishes in *e*
study	studied	*y* > *ied* after a consonant
stop	stopped	if verb finishes in consonant–vowel–consonant, double the final consonant

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2B past continuous: *was* / *were* + verb + *-ing*

At 8.45 last Saturday, I **was walking** in the park.

The birds **were singing**. It **wasn't raining**.

A **Was** it **raining** when you got up? **B** No, it **wasn't**.

A What **were** you **doing** at 11 o'clock last night? **B** I **was watching** TV.

⊞	I / He / She / It	**was working.**	You / We / They	**were working.**
⊟	I / He / She / It	**wasn't working.**	You / We / They	**weren't working.**
⍰ ☑ ☒	**Was** he **working?**		**Yes**, he **was.** / **No**, he **wasn't.**	
	Were they **working?**		**Yes**, they **were.** / **No**, they **weren't.**	

- We use the past continuous to describe an action in progress at a specific moment in the past.
- We often use the past continuous to describe the situation at the beginning of a story, e.g. *In 2020, I was living in London.*

past simple or past continuous?

We **were walking** up the mountain when
we **met** some friends.
My sister **arrived** when I **was having** lunch.

- We often use the past continuous and the past simple together in the same sentence. We use the past continuous to talk about a longer action that was happening in the background when the shorter past simple action happened.

2C time sequencers

On their first date they went to a restaurant.
After that, they started meeting every day.

On Thursday I had an argument with my boss.

The next day, I decided to look for a new job.

We sat down to eat. **Two minutes later**, my phone rang.

When I came out of the club, he was waiting for me.

The accident happened **when** I was crossing the road.

- We use time sequencers to say when or in what order things happen.
- We use *when* as a time sequencer and also to join two actions. *I **was watching** TV when the phone **rang**.* (two verbs joined by *when*)

then, after that

The most common way of linking consecutive actions is with *then* or *after that*, but **NOT** *after*, e.g. *I got up and got dressed. **Then** / **After that**, I made a cup of coffee.* **NOT** ~~*After I made a cup of coffee.*~~

connectors: *because*, *so*, *but*, *although*

because* and *so

She was driving fast **because** she was in a hurry. (reason)
She was in a hurry, **so** she was driving fast. (result)

- We use *because* to express a reason.
- We use *so* to express a result.

but* and *although

She tried to stop the car, **but** she hit the man.
Although she tried to stop the car, she hit the man.

She was very tired, **but** she couldn't sleep.
She couldn't sleep, **although** she was very tired.

- We use *but* and *although* to show a contrast.
- *Although* can go at the beginning or in the middle of the sentence.

2A

a **Put the verbs in brackets in the past simple.**

Last year I finished my exams. I ^{1}________ (want) to go to university, so I ^{2}________ (start) to do some research and ^{3}________ (read) a lot of information. Eventually I ^{4}________ (get) an interview and ^{5}________ (make) arrangements to visit the university. I ^{6}________ (leave) in plenty of time, but at the station, I ^{7}________ (find) that the train had been cancelled. I ^{8}________ (not know) what to do, but then I ^{9}________ (remember) my mother ^{10}________ (be) still at home. I ^{11}________ (call) her and she ^{12}________ (agree) to come to the station. By the time she ^{13}________ (arrive), it was raining heavily. In the end, she ^{14}________ (drive) me all the way to the interview, so when I ^{15}________ (get) there I ^{16}________ (not feel) at all stressed. I ^{17}________ (answer) the questions as well as I ^{18}________ (can), and I ^{19}________ (pass) the interview.

b **Complete the questions in the past simple.**

Where did you live before you moved to England?
I lived in Australia.

1 ________________ living there?
Yes, I really enjoyed it.

2 ________________ the climate like?
It was very warm most of the time.

3 What sort of house________________?
We lived in a large house near the sea.

4 ________________ around the country?
Yes, we travelled as much as we could.

5 ________________ in the sea often?
We swam in the sea every morning.

6 ________________ many friends there?
Yes, because we met a lot of new people.

2B

a **Complete the sentences with a verb in the past continuous.**

My friend and I were shopping for clothes. (shop)

1 What ________ you ________ at? (look)

2 My brother couldn't come because he ____________. (work)

3 We ____________ home when we saw an accident. (drive)

4 I made a mistake because I ____________. (not think)

5 He told me he ____________ a book about his life. (write)

6 Why ________ you ________ up the road? (run)

7 I ____________ you yet. (not expect)

8 They ____________ at a beach resort. (stay)

b **Put the verbs into the past simple or past continuous.**

We were having coffee when Sarah phoned. (have, phone)

1 It ____________ when we ________ the house. (rain, leave)

2 I ________ him while I ____________ in France. (meet, study)

3 I ________ to surf while I ____________ in California. (learn, live)

4 When we ________ my sister ____________. (arrive, wait)

5 They ____________ the doorbell because they ____________ TV. (not hear, watch)

6 Jenny ________ still ________ of what to say when she ________ the office. (think, reach)

7 Do you think you ________ your earring while you ____________ the house? (lose, clean)

2C

a **Put the sentences in the right order.**

a ☐ After dinner we had coffee in the lounge.

b ☐ I went to the hotel bar before dinner and we got chatting.

c ☐ Over dinner we talked about our families and interests.

d ☐ Then we went for a walk by the beach.

e ☐ 1 One evening during my holiday last year, I made a new friend.

f ☐ She agreed, so we ordered some food and drinks.

g ☐ We decided to meet up again the next day.

h ☐ I suggested we could share a table for dinner.

b **Complete the sentences with *so*, *because*, *but*, or *although*.**

I recognized James immediately, although I had only met him once before.

1 I don't have enough money for a taxi ________ I'll have to walk.

2 We can't go to the park ________ it's raining.

3 ________ I looked everywhere, I couldn't find my book.

4 It was still light ________we went for a walk.

5 We wanted to buy tickets ________ they had all been sold.

6 I forgot to post the card ________ I was rushing to get to work.

7 She can't take the exam now, ________ she can take it next year.

8 The restaurant was full ________ we went to a café.

9 My mother would like another cat ________ she already has two.

3A *be going to* (plans and predictions)

1 I'm **going to** give a talk at a conference.
He's **going to** meet me at the airport.

2 I'm sure England **are going to** lose tomorrow.
It's **going to** rain tonight.

	I	***you / we / they***		***he / she / it***		
⊞	**I'm going to**	You We They	**'re going to**	He She It	**'s going to**	give a talk.
⊟	**I'm not going to**	You We They	**aren't going to**	He She It	**isn't going to**	give a talk.

?	☑ ☒
Are you **going to** give a talk? **Is** he **going to** give a talk?	**Yes, I am. / No, I'm not.** **Yes, he is. / No, he isn't.**

1 We use *be going to* + infinitive to talk about future plans or intentions.

2 We also use *be going to* + infinitive to make a prediction when we know or can see that something is going to happen, e.g.
It's winter there so it's ***going to be*** *cold.*
Look at that car! It's ***going to crash****.*

3B present continuous (future arrangements)

⊞ I'm **seeing** an old friend tonight.
She's **arriving** at lunchtime.

⊟ She **isn't leaving** until Friday.
They **aren't coming** to the party tomorrow.

? What **are** you **doing** this evening?
Is he **meeting** us at the restaurant?

- We often use the present continuous with a future meaning, especially for future arrangements, i.e. for plans we have made at a fixed time or place in the future. Don't use the present simple for this. **NOT** ~~I see an old friend tonight.~~

***be going to* or present continuous?**

We can often use either with no difference in meaning, e.g. ***I'm going to see*** *Anna on Tuesday.* or ***I'm seeing*** *Anna on Tuesday.*

It's very common to use the present continuous with the expressions *tonight, tomorrow, this weekend*, etc. and with verbs describing travel arrangements, e.g. *go, come, leave, arrive.*

I'm leaving *on Monday* is more common than ***I'm going to leave*** *on Monday.*

3C defining relative clauses with *who*, *which*, *where*

1 That's the woman **who** won the lottery last year.
A chef is a person **who** cooks food in a restaurant.

2 A clock is something **which** tells the time.
Is that the book **which** won an important prize?

3 A post office is a place **where** you can buy stamps.
That's the restaurant **where** I had dinner last week.

- We use defining relative clauses to explain what a person, thing, or place is or does.
  1 Use *who* for a person.
  2 Use *which* for a thing.
  3 Use *where* for a place.
- The verb after *where* needs a subject, e.g. *you.*
- We can also use *which* to talk about a place, e.g. *A post office is a place which sells stamps.*

that

We can use *that* instead of *who* or *which.*

She's the woman ***who*** */* ***that*** *works with my brother.*

It's a thing ***which*** */* ***that*** *connects two computers.*

3A

a **Complete the sentences with *going to* + a verb from the list below.**

~~rain~~ send visit let catch
not play see stay

I think *it's going to rain* later.

1 Sally ____________ the bus into town.

2 We ____________ a film after work.

3 I ____________ my Christmas cards early this year.

4 Are your parents ____________ you soon?

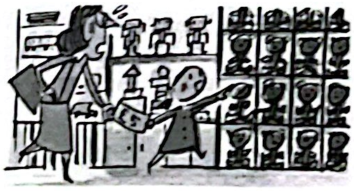
5 That team ____________ next season.

6 Take a key if you ____________ out late.

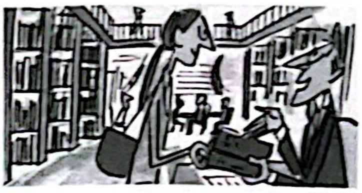
7 ____________ you ____________ the cat in?

b **Look at the pictures. Make sentences with *going to* + a verb from the list below.**

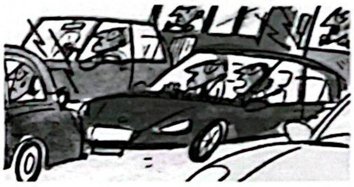
miss ruin be ~~spend~~



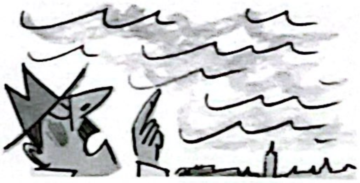
You're *going to spend* all your money if you're not careful!



1 You ____________ glad you chose this!



2 We ____________ our flight!



3 This rain ____________ our day out!

3B

a **Read the sentences. Write N for now, F for future.**

F Carl and Amelie are getting married in June.

1 ___ I'm writing a book about my travels.

2 ___ Next Sunday we're going to church.

3 ___ I'm having a quiet day at home.

4 ___ We're learning to type at an evening class.

5 ___ We're having tea at 4 o'clock tomorrow.

6 ___ They're going on a cruise in June.

7 ___ She's getting the dinner ready.

8 ___ I'm cooking supper for everyone on Saturday.

b **Complete the dialogue between two flatmates.**

A How *are you spending next weekend* (spend)?

B I [1]______________ (help) my sister plan her wedding.

A Have you made a start yet?

B Well, tomorrow I [2]______________ (make) a list of what we need to do.

A [3]_________ your sister_________ (come) over to your house?

B Yes, she [4]______________ (get) the train.

A I guess she [5]______________ (feel) a bit anxious?

B Not really, we _________ all [6]_________ (look) forward to the wedding.

A I hope it goes well!

3C

a **Complete the definitions with *who*, *which*, or *where*.**

The butcher's is the shop *where* we buy meat.

1 A cashier is a person ________ operates a till.

2 A polar bear is an animal ________ is dangerous to humans.

3 The kitchen is the room ________ food is prepared.

4 A carer is a person ________ looks after sick or elderly people.

5 A cinema is a building ________ you go to watch films.

6 White is a colour ________ is popular for wedding dresses.

7 A railway timetable is a leaflet ________ tells you the times of trains.

b **Write sentences with *who*, *which*, or *where*.**

That / the man / live next door.

That's the man who lives next door.

1 This / the shirt / I bought on holiday.

2 That / the office / my cousin works.

3 This / the car / was used in the film.

4 Those / the staff / have been on a training course.

5 This / the lecturer / will be your tutor.

6 Those / the clothes / she bought online.

7 Here / the room / we can hold the party.

8 Susan / the friend / told me the news.

9 This / the place / we're going to meet.

4A present perfect

1 I'**ve cleaned** the fridge – it looks new!
He **hasn't done** the washing-up. Can you help me do it?
A The concert starts soon. **Have** you **turned off** your phone?
B Yes, I **have**.

2 Mary'**s had** her baby! A parcel **has arrived** for you.

1 We often use the present perfect to talk about the recent past and its relationship with the present, e.g. *I've cleaned the fridge, so now it looks new.* We don't say exactly when things happened, e.g. *I've cleaned the fridge.* **NOT** ~~*I've cleaned the fridge ten minutes ago.*~~

2 We often use the present perfect to give recent news.

full form	contraction	negative	past participle
I **have**	I**'ve**	I **haven't**	finished the washing-up.
You **have**	You**'ve**	You **haven't**	
He / She / It **has**	He / She / It**'s**	He / She / It **hasn't**	
We **have**	We**'ve**	We **haven't**	
They **have**	They**'ve**	They **haven't**	

Have you **finished** the exercise?	Yes, I **have**. / No, I **haven't**.
Has he **done** the homework?	Yes, he **has**. / No, he **hasn't**.

- For regular verbs the past participle is the same as the past simple (+*-ed*). For irregular verbs the past participle is sometimes the same as the past simple (e.g. *buy, bought, bought*) and sometimes different (e.g. *do, did, done*). See **Irregular verbs** p.251.

yet, just, already

1 **A** Have you finished your homework **yet**?
B No, not **yet**. I haven't finished **yet**.

2 My sister's **just** started a new job.

3 **A** Do you want to see this film?
B No, I've **already** seen it three times.

- We often use *yet*, *just*, and *already* with the present perfect.

1 We use *yet* + the present perfect in ⍰ and ⊟ sentences to ask if something has happened or to say if it hasn't happened. We put *yet* at the end of the sentence.

2 We use *just* in ⊞ sentences to say that something happened very recently. We put *just* before the main verb.

3 We use *already* in ⊞ sentences to say that something happened before now or earlier than expected. We put *already* before the main verb.

4B present perfect or past simple? (1)

present perfect: experiences and unfinished time

She**'s been** to New York three times.
Have you **ever been** to IKEA?
I've never met Nina's husband.
He**'s seen** that film twice.

- We often use the present perfect to talk about past experiences or to talk about the recent past when we don't specify a time. In questions and negatives we often use *ever* (= at any time in your life) and *never*.

present perfect or past simple?

A Have you **ever been** to Mexico? **B** Yes, I **have**.
A When **did** you **go** there? **B** I **went** last year.

A Jack'**s broken** his leg. **B** Oh no! When **did** that **happen**?
A Yesterday. He **broke** it playing football.

- Conversations about experiences or the recent past often begin in the present perfect (with a general question or some news) and then change to the past simple to ask for or give specific details, e.g. *when*, *what*, *where*, *who with*, etc.

been* and *gone

Compare the present perfect form of *be* and *go*.

Mike has ***been*** *to Paris.* = He went to Paris and came back.

Mike has ***gone*** *to Paris.* = He's in Paris now.

4C *something, anything, nothing*, etc.

people
⊞ **Somebody** / **Someone** has taken my pen!
⊟ I didn't speak to **anybody** / **anyone** all weekend.
⍰ Did **anybody** / **anyone** phone?
☒ No, **nobody** / **no one**. **Nobody** / **No one** phoned.

things
⊞ I bought **something** for dinner.
⊟ I didn't do **anything** at the weekend.
⍰ Is there **anything** in the fridge?
☒ No, **nothing**. There's **nothing** in the fridge.

places
⊞ Let's go **somewhere** this weekend.
⊟ We didn't go **anywhere** this summer.
⍰ Is there **anywhere** to park?
☒ No, **nowhere**. There's **nowhere** to park.

- We use *somebody* / *someone*, *something*, *somewhere*, etc. with a ⊞ verb when you don't say exactly who, what, or where.
- We use *anybody* / *anyone*, *anything*, *anywhere* in questions and negatives. We can also use *something* in a request or offer, e.g. *Would you like* ***something*** *to drink?* ***I didn't*** *do* ***anything*** *last night.* **NOT** ~~*I didn't do nothing.*~~
- We use *nobody* / *no one*, *nothing*, *nowhere* in short answers or in a sentence with a ⊞ verb.

***any, anything*, etc. + positive verb**

We also use *any*, *anything*, etc. + positive verb to mean 'it doesn't matter what, who, etc.', e.g.

You can come any day. = It doesn't matter which day you come.

Anybody can come to the party. = It doesn't matter who comes.

I can sleep anywhere. = It doesn't matter where I sleep.

You can bring anything. = It doesn't matter what you bring.

4A

a **Write sentences in the present perfect.**

They / do the shopping. [+] *They've done the shopping.*

1 He / see his parents since Christmas [–]
2 I / finish my homework [+]
3 We / receive your message. [–]
4 / you go on holiday this year [?]
5 My boyfriend / see that film [–]
6 I / post a card to my grandmother [+]
7 / you turn your computer off [?]
8 I / buy any meat this week [–]

b **Write sentences or questions with *already, just,* or *yet.***

Emily / finish the work. (just) *Emily's just finished the work.*

1 I / ask / the lecturer about that. (already)
2 / you / have / lunch? (yet)
3 They / get back / from holiday. (just)
4 We / not decide / where to go. (yet)
5 The manager / make / his decision. (already)
6 The flowers / begin / to come out. (just)
7 I / not start / my revision. (yet)
8 Sorry, she / leave. (already)

4B

a **Complete with the verb in the present perfect.**

Has your brother *registered* for college? (register)

1 We __________ her a present yet. (not buy)
2 The teacher __________ a test for our class. (set)
3 ________ you ever ________ to a rock festival? (go)
4 I __________ the dinner yet. (not cook)
5 Where are they? They __________ to the cinema. (go)
6 My sister ________ always ________ to travel. (want)
7 ________ you ________ the news today? (hear)
8 We __________ them very long. (not know)
9 The children __________ their homework. (not done)
10 ________ anyone ________ Silvio? (see)

b **Complete the dialogue with the present perfect or past simple.**

A When *did* you *arrive* in England? (arrive)
B I [1]__________ here since September. (be)
A [2]________ you ________ much of the country yet? (see)
B No, I [3]________ much opportunity so far. I [4]________ to look on the Internet for places to visit. (have, start)
A [5]________ you ________ the tourist information office? (try)
B Yes. I [6]__________ there last Saturday. (go)

c **Complete with *been* or *gone*.**

Here comes Dad. He's *been* fishing.

1 Pam has ________ to study abroad.
2 She's ________ in town for hours already.
3 Have you ________ to the theatre recently?
4 I can't meet my friends today because they've ________ to an art exhibition.
5 You should ask Matteo about Paris. He's ________ there several times.

4C

a **Complete with *something, anything, nothing,* etc.**

At least we learnt *something* from our experience.

1 Is there ________ I can do to help you?
2 We can't find the email ________.
3 I used to know ________ who looked just like her.
4 The police searched the area but found ________.
5 Let's go ________ quiet to chat.
6 ________ knows how worried she's been.
7 Is there ________ you'd really like to go?
8 I'm afraid this conversation is going ________.
9 We couldn't see ________ we liked in the boutique.
10 ________ must know the answer, I'm sure!

b **Answer with *Nobody, Nowhere,* or *Nothing*.**

1 Where did you go last Friday night? ________.
2 Who was with you? ________.
3 What did you do? ________.

c **Answer the questions in b with a full sentence.**

1 I didn't go ______________________________.
2 ______________________________.
3 ______________________________.

5A comparatives

adjectives

1 I'm **busier than** I was five years ago.
People are **more impatient** today **than** in the past.
2 I'm **less relaxed** this year **than** I was last year.
3 The service in this restaurant isn't **as good as** it was.

- To compare two people, places, or things we use:
  1 comparative adjectives.
  2 *less* + adjective.
  3 (*not*) *as* + adjective + *as*.

comparative adjectives

short	shorter	one syllable: + *-er*
hot	hotter	one vowel + one consonant: double final consonant
stressed	more stressed	one syllable adjectives ending in *-ed*: *more* + adjective
busy	busier	two syllable adjectives ending in consonant + *y*: *y* + *-ier*
relaxed	more relaxed	two or more syllables: *more* + adjective
good	**better**	irregular
bad	**worse**	irregular
far	**further**	irregular (also *farther*)

adverbs

1 People walk **more quickly than** in the past.
2 My brother speaks English, but **less fluently than** me.
3 She doesn't drive **as fast as** her brother.

- To compare two actions we use:
  1 comparative adverbs.
  2 *less* + adverb.
  3 (*not*) *as* + adverb + *as*.

comparative adverbs

quickly	more quickly	adverbs ending in *-ly*: *more* + adverb
fast	**faster**	irregular
hard	**harder**	irregular
well	**better**	irregular
badly	**worse**	irregular

Comparatives with pronouns

After comparatives + *than* or *as...as* we use an object pronoun (*me*, *her*, etc.) or a subject pronoun + auxiliary verb, e.g.

My brother's taller than ***me****. My brother's taller than* ***I am****.*
He's not as intelligent as ***her****. He's not as intelligent as* ***she is****.*

5B superlatives

1 Tokyo is **the cleanest** capital city in the world.
Spain is one of **the most popular** holiday destinations in Europe.
Camping is **the least expensive** way to go on holiday.
2 It's **the most beautiful** city **I've ever been to**.
It's **the best** film **I've seen** this year.

1 We use *the* + superlative adjectives to say which is the biggest, etc. in a group.

- After superlatives we use *in* + names of places or singular words for groups of people, e.g. *It's* ***the noisiest*** *city* ***in*** *the world. Ann's* ***the oldest in*** *the class.*
- We can also use *the least* + adjective, e.g. *the least expensive* OR *the cheapest.*

2 We often use *the* + superlative with the present perfect + *ever.*

adjective	comparative	superlative
cold	colder	the coldest
thin	thinner	the thinnest
healthy	healthier	the healthiest
beautiful	more beautiful	the most beautiful
good	better	the best
bad	worse	the worst
far	further	the furthest (also the *farthest*)

5C quantifiers

too much, too many, too

1 I'm very stressed today. I have **too much work**.
My boss **talks too much**.
2 My diet is unhealthy. I eat **too many cakes** and sweets.
3 I don't want to go out tonight. I'm **too tired**.

- We use *too much*, *too many*, *too* to say 'more than is good'.

1 Use *too much* + uncountable noun (e.g. *coffee*, *time*) or after a verb.
2 Use *too many* + countable noun (e.g. *cakes*, *people*).
3 Use *too* + an adjective **NOT** ~~*I'm too much tired.*~~

(not) enough

1 Do you eat **enough vegetables**?
I don't drink **enough water**.
2 Jane doesn't **sleep enough**. She's always tired.
3 Our fridge isn't **big enough** for a family of five.
I don't go to bed **early enough** during the week.

1 Use *enough* before a noun to mean 'all that is necessary'.
2 Use *enough* after a verb with no object.
3 Use *enough* after an adjective or adverb.

5A

a **Write sentences with a comparative adjective or adverb + *than*.**

New York is *more expensive than* Miami. (expensive)

1 I can type _________ my sister. (quick)

2 This coffee is of a _______ quality _______ that one. (good)

3 Our French test was _______ I expected. (easy)

4 It's much _______ it was last week, isn't it? (hot)

5 This term is a week _______ last term. (short)

6 The city is _______ away _______ I thought. (far)

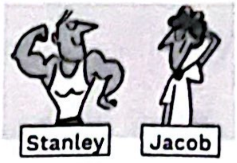
7 I think the theatre is _________ the cinema. (exciting)

8 Do you know anyone _______ 90? (old)

9 Your train arrives _______ mine. (early)

10 The weather today is much _______ it was yesterday. (bad)

b **Rewrite the sentences so they mean the same. Use *as...as*.**



Stanley is *stronger than* Jacob.

Jacob *isn't as strong as* Stanley.

1 Our TV is bigger than my parents'.
My parents' TV isn't ______________________.

2 Honey is sweeter than sugar.
Sugar isn't ______________________.

3 Your house is larger than ours.
Our house isn't ______________________.

4 Canberra is smaller than Melbourne.
Melbourne isn't ______________________.

5 I have passed more tests than Chloé.
Chloé hasn't ______________________.

6 Spain scored more goals than Italy.
Italy didn't ______________________.

7 Our carpets are cleaner than yours.
Your carpets aren't ______________________.

5B

a **Complete the sentences with the superlative.**

It's *the fastest* animal on earth!

1 He's the _________ person I know. (cheerful)

2 They are the _______ team in the competition. (good)

3 This is the_________ plant I've ever seen. (unusual)

4 It has been the _______ summer for many years. (bad)

5 Which country has the _______ population in the world? (large)

6 Elena is the _______ in our class. (young)

7 Singapore has one of the world's _________ airports. (attractive)

8 The _______ train leaves at midnight. (late)

9 Please can you point out the _________ route? (direct)

10 Ben Nevis is the _______ mountain in Scotland. (high)

b **Write sentences with a superlative + *ever* + the present perfect.**

He / intelligent person / I / meet

He's the most intelligent person I've ever met.

1 It / long distance / I / travel

2 They / pretty clothes / I / see

3 She / busy person / I / meet

4 It / frightening book / I / read

5 It / bad restaurant / we / be to

6 It / unusual music / I / hear

7 That / good bargain / I / find

8 It / encouraging report / she / have

9 It / quiet place / we / live

5C

a **Circle the correct form.**

I've walked [✓ too] / *too much* far, I'm tired.

1 She doesn't eat *vegetables enough* / *enough vegetables*.

2 They don't *come to see us enough* / *enough come to see us*.

3 How *many* / *much* money have you brought?

4 We're *too much busy* / *much too busy* to see you today.

5 I buy *too much* / *too many* magazines.

6 He's *too quiet* / *too much quiet*.

7 There isn't *time enough* / *enough time* to go to the beach.

8 I think the children get *too much* / *too many* homework.

b **Complete the sentences with *too*, *too much*, *too many*, or *enough*.**

Some people have told me my cat is *too* fat.

1 If I drink _________ coffee late at night, I can't sleep.

2 There are _________ students in that class.

3 He won't pass the exam, he hasn't done _______ revision.

4 We were _________ late to catch the bus.

5 It's best if you don't invite _________ people to the party.

6 Do you have _______ sales assistants in the shop?

7 If you put _________ milk in the jug, you will spill it.

8 There were _________ speakers at the conference.

6A *will / won't* (predictions)

1 **A** I'm seeing Jessica at six. **B** She'**ll be** late.
The film's in French. We **won't understand** anything.

2 It's a great book. I'm sure you'**ll like** it.
I don't think it'**ll rain** tomorrow.

⊞		⊟	
I / You / He / She / It / We / They	'll be late.	I / You / He / She / It / We / They	**won't be** late.

Contractions: *'ll = will; won't = will not*

?			☑			☒		
Will	I / you / he / she / it / we / they	be late?	**Yes,**	I / you / he / she / it / we / they	**will.**	**No,**	I / you / he / she / it / we / they	**won't.**

1 We often use *will / won't* + infinitive for future predictions, i.e. to say things we think, guess, or know about the future.

2 We often use *I think / I don't think / I'm sure* + *will*.
***I think** he'**ll fail** the exam. **I don't think** he'**ll pass** the exam.*
NOT ~~*I think he won't pass.*~~

***be going to* for predictions**

We can also use *be going to* for predictions when you know or can see something is going to happen (see **Entry Checker 3A** p.268), e.g.

*Look at the clouds. It'**s going to** rain.*
*They're playing very well. They'**re going to** win.*

6B *will / won't / shall* (other uses)

decisions
I **won't stay** for dinner. I think I'**ll go** home early.

offers
I'**ll help** you with your homework. **Shall** I **open** the window?

promises
I'**ll** always **love** you. I **won't tell** anybody.

- We use *will / won't* + infinitive for making instant decisions, offers, and promises. We don't use the present tense.
  *I'**ll help** you with those bags.* **NOT** ~~*I help you with those bags.*~~
- When an offer is a question, we use *Shall I...?* or *Shall we...?*
  ***Shall I** pay? **Shall we** do the washing-up?*

6C review of verb forms: present, past, and future

tense	example	use
present simple	I **live** in the city centre. She **doesn't smoke.**	things that happen always or usually
present continuous	He'**s looking** for a new job.	things that are happening now or around now
	I'**m leaving** tomorrow.	things that we have arranged for the future
past simple	We **saw** a good film last night. We **didn't do** anything yesterday.	finished actions that happened once or more than once in the past
past continuous	He **was working** in Paris. What **were** you **doing** at 7.00?	actions that were in progress at a past time
be going to + infinitive	I'**m going to see** Tom tonight.	future plans
	Look! It'**s going to snow.**	predictions when we know / can see what's going to happen
will / won't + infinitive	You'**ll love** New York.	predictions
	I'**ll phone** her later.	instant decisions
	I'**ll help** you.	offers
	I'**ll pay** you back tomorrow.	promises
present perfect	I'**ve finished** the book.	recently finished actions (we don't say when)
	Have you **ever been** to Iran?	past experiences

6A

a **Write sentences and questions with *will* / *won't*. Use contractions where you can.**

it / be very busy in the city today
It'll be very busy in the city today. [+]
1 we / expect you until this evening [–]
2 I think you / enjoy the film [+]
3 / you be home for tea [?]
4 she / want to leave without saying goodbye [–]
5 / the house be easy to find [?]
6 we / be able to find what we need here [+]
7 I promise I / be ready on time [+]
8 / tomorrow be a sunny day [?]
9 I'm sure there / be a problem [–]
10 you / be able to finish that job later [+]

b **Complete with *will* + a verb from the list.**

say ~~send~~ rain be walk sing

A Will you phone your boss today?
B No, I will *send* her an email.
1 A Are you going to get the bus home?
B No, I ________ home today.
2 A I'm worried I'll be late for work.
B Don't worry, you ________ on time.
3 A What will you say to Marcus?
B I ________ exactly how I feel.
4 A Do you think it ________ tomorrow?
B No, I think it will be a sunny day.
5 A Will you take part in the Christmas concert?
B Yes, we ________ in the choir.

6B

a **Match the sentences.**

I can't find my keys. H
1 I'm bored. __
2 I'm really tired. __
3 These questions are difficult. __
4 This dish is broken. __
5 It's cold in here. __
6 I can't understand this French text. __
7 I don't know Silvia's phone number. __
8 It's too hot to cook. __

A I'll send it to you.
B I'll try to mend it.
C Shall I translate it for you?
D Shall we play a game?
E Shall we have a sandwich?
F I'll help you with them.
G I'll close the window.
H ~~I'll help you to look.~~
I Shall I make you a cup of coffee?

b **Complete the sentences on the right with *will* / *won't* (or *shall*) + a verb**

stay ~~consider~~ bring ask provide know play understand say

A Are you going to take the job?
B I'll *consider* it.
1 A I'd love a cup of tea.
B ________ you one?
2 A Can you explain to your mother?
B No, she ______________.
3 A We should get some exercise.
B ______________ tennis tomorrow?
4 A You should invite your friend to our party.
B I'm afraid she ________ no.
5 A Will we get anything to drink?
B I think they ____________ tea and coffee.
6 A Will you drive home this evening?
B Yes, we ________ overnight.
7 A Can you come to town with me?
B I ________ my parents.
8 A Do you know your results yet?
B No, I ________ until tomorrow.

6C

a **Complete the questions with one word.**

Was it raining when you went out?
1 ________ did you think about my suggestion?
2 ________ your family live near here?
3 ________ we need to go shopping today?
4 ________ you coming to the library?
5 Which top ________ you wear tonight?
6 ________ you ever been to Milan?
7 ________ the manager replied to your email?
8 ________ you at the students' meeting?
9 When ________ they call you about the job interview?

b **Put the verb in the right form.**

A Where *shall* we *go* on Saturday? (go)
B Why ^{1}________ we ________ to the theme park? (go)
A ^{2}________ you ________ the one near Bristol? (mean)
B Yes. We ^{3}________ to leave quite early. (need)
A I ^{4}________ not sure about getting up early on Saturday! (be)
B Oh, you ^{5}________ fine. ^{6}________ you ________ the park before? (be, visit)
A My parents ^{7}________ me there when I was younger. (take)
B What ^{8}________ you ________ about it? (remember)
A Not much really. I ^{9}________ forward to seeing it again. (look)

7A uses of the infinitive with *to*

1 You need **to be** on time.
Try **not to talk** too much.
2 It'll be nice **to meet** new people.
It's important **not to be** late.
3 I don't know where **to go** or what **to do**.
4 **A** Why did you wear a suit?
B **To make** a good impression.
I wore a suit **to make** a good impression.

- The infinitive is the base form of the verb. It is often used with *to*. It can be positive (e.g. *to be*) or negative (e.g. *not to be*).

- We use the infinitive with *to*:
  1 after some verbs, e.g. *want*, *need*, *would like*, etc.
  2 after adjectives.
  3 after question words, e.g. *what*, *where*, *when*, etc.
  4 to say why you do / did something.
  I came to this school ***to learn*** *English.* **NOT** ~~*for learn English.*~~

Infinitive without *to*

Remember that we use the infinitive without *to* with auxiliary verbs (*do / does / didn't*) and after most modal verbs (*can*, *could*, *will*, *would*, etc.), e.g. *Do you* ***live*** *near here? Can you* ***help*** *me? I won't* ***forget****. What would you* ***do****?*

7B uses of the gerund (verb + *-ing*)

1 **Eating** outside in the summer makes me feel good.
Happiness is **getting up** late and **not going** to work.
2 I love **having** breakfast in bed.
I hate **not getting** to the airport early.
3 I'm thinking of **buying** a new car.
Jim left without **saying** goodbye.

- The gerund is the base form of the verb + *ing*. It can be positive (e.g. *going*) or negative (e.g. *not going*).
- We use the gerund:
  1 as a noun, e.g. as the subject or object of a sentence.
  2 after some verbs, e.g. *like*, *love*, *hate*, *enjoy*, etc.
  3 after prepositions.

Remember the spelling rules for the *-ing* form. See **Entry Checker 1C** p.264.

7C *have to, don't have to, must, mustn't*

have to, don't have to

+ I **have to** speak English at work.
She **has to** get up at seven every day.
– We **don't have to** wear a uniform at this school.
He **doesn't have to** work on Saturdays.
? **Do** I **have to** buy a grammar book?
What time **does** she **have to** get up in the morning?

- We use *have to* + verb (infinitive) to talk about rules and obligations.
- We use *don't have to* + verb (infinitive) to say that there is no obligation, or that something is not necessary.
- We use *do / does* to make questions and negatives.
  Do *I have to go?* **NOT** ~~*Have I to go?*~~
- We don't contract *have* or *has*. *I* ***have to*** *go.* **NOT** ~~*I've to go.*~~

must / mustn't

+ You **must** do your homework tonight.
She **must** tidy her room before she goes out.
– You **mustn't** leave your bags here.
I **mustn't** forget to call her tonight.
? **Must** I go to bed now?
When **must** we decide about the party?

- We use *must* + verb (infinitive without *to*) to talk about rules and obligations.
- *must / mustn't* are the same for all persons. (*mustn't* = *must not*)
- We use *mustn't* + verb (infinitive without *to*) to say something is prohibited.

must **and** ***have to***

Must and *have to* are very similar, but there is a small difference. We normally use *have to* for a **general** obligation (a rule at work / school or a law), e.g. *We have to start work at seven.* We normally use *must* for a **personal** obligation (one that the speaker imposes), e.g. a parent to a child: *You must go to bed now!* But often we can use either *must* or *have to*.

mustn't **and** ***don't have to***

Mustn't and *don't have to* have completely different meanings. Compare:
You ***mustn't*** *go.* = It's prohibited. Don't go.
You ***don't have to*** *go.* = You can go if you want to, but it's not obligatory / necessary.

Impersonal *you*

We often use *have to* and *must* with impersonal *you* (*you* = people in general), e.g.
You ***have to*** *wear a seatbelt in a car. You* ***mustn't*** *take photos in the museum.*

7A

a Match the sentence halves.

My parents offered C
1 I downloaded an app __
2 I don't know how __
3 When you're busy it's easy __
4 What do you want __
5 Where do I need __

A to meet you?
B to help me study.
C ~~to take me to the airport.~~
D to forget things.
E to do later?
F to translate these.

b Complete the sentences with a positive or negative infinitive.

climb iron ~~go~~ have arrive not know make not burn

My cousins want *to go* to Spain this year.
1 A Can you come to the theatre on Friday?
B Sorry, I won't be able ________ that evening.
2 My main ambition is ________ a really high mountain.
3 I'd prefer ________. I've heard enough already.
4 Camping is a cheap way ________ a holiday.
5 Would you have time ________ my shirt, please?
6 It's important ________ on time for your appointment.
7 Take care ________ your fingers.

7B

a Complete the sentences with a verb in the list in the *-ing* form.

come ~~cook~~ be cross paint grow run write fly

Cooking is my favourite way of relaxing.
1 My father enjoys ________ vegetables.
2 Edward goes out ________ every morning.
3 I've always dreamed of ________ first class.
4 She's very good at ________ pictures.
5 ________ home is always a pleasure.
6 I don't like ________ late for meetings.
7 Take care when ________ the road.
8 I must carry on with ________ my essay.

b Put the verbs in the *-ing* form or infinitive.

The thief was caught as he was about *to escape*. (escape)
1 My brother's not very good at ________ to emails. (reply)
2 I love watching autumn leaves ________. (fall)
3 Did you mean ________ the clock? (stop)
4 ________ the dog is good exercise. (walk)
5 I'd like ________ the last episode of the series. (watch)
6 Is your sister worried about ________ her bills? (pay)
7 I'm sorry, I meant ________ I'd be late. (say)
8 This train spends ten minutes ________ at the station. (wait)

7C

a Complete the sentences with the correct form of *have to*.

I *have to* do some shopping for my neighbour.
1 Do you ________ take your dog for a walk every morning?
2 My daughter ________ go to the doctor's after school.
3 We ________ work today. It's a public holiday.
4 All new students ________ complete this form.
5 Do you ________ leave so soon?
6 Everyone ________ make choices in life.
7 You'll ________ take a coat; it's going to rain.
8 ________ Jack ________ look after his younger brother today?

b Circle the correct form, *have to*, *must*, *don't have to*, or *mustn't*. Tick ✓ if both forms are possible.

☐ You [✓ *don't have to*] / *mustn't* provide proof of address.
1 ☐ We *have to* / *must* check out the latest offers online.
2 ☐ You *don't have to* / *mustn't* come with me if you don't want to go.
3 ☐ We *have to* / *must* get back by midnight or the door will be locked.
4 ☐ You *have to* / *must* lock the door – someone might get in.
5 ☐ *Do you have to* / *must you* always ask me where I've been?
6 ☐ My friend *has to* / *must* replace her passport soon.
7 ☐ I *don't have to* / *mustn't* repair it, it's not broken.
8 ☐ We have plenty of time – we *don't have to* / *mustn't* make a decision till next week.

8A *should / shouldn't*

1 You **should** leave your boyfriend.
She's very stressed. She **shouldn't** work so hard.
You **shouldn't** drink coffee in the evening. It'll keep you awake.

2 I think you **should** get a new job.
I don't think you **should** speak to him.

1 We use *should / shouldn't* + verb (infinitive without *to*) to give somebody advice or say what we think is the right thing to do.

should / shouldn't is the same for all persons. (*shouldn't* = *should not*)

2 We often use *I think you should...* or *I don't think you should...*
NOT ~~*I think you shouldn't...*~~

ought to

You can also use *ought to / ought not to* instead of *should / shouldn't*, e.g.
*You **ought to** leave your boyfriend.*
*She **ought not to** work so hard.*

8B first conditional: *if* + present, *will / won't* + infinitive

1 **If** we **get** to the airport early, the flight **will be** delayed.
If you **tell** her the truth, she **won't believe** you.
What **will** you **do if** you **don't find** a job?

2 **If** you **don't go**, she **won't be** very pleased.
She **won't be** very pleased **if** you **don't go**.

3 **If** you **miss** the last bus, **get** a taxi.
If you **miss** the last bus, you **can get** a taxi.

1 We use *if* + present to talk about a possible situation and *will / won't* + infinitive to talk about the consequence.

2 The *if*-clause can come first or second. If the *if*-clause comes first, we usually put a comma before the next clause.

3 We can also use the imperative or *can* + infinitive instead of *will* + infinitive in the other clause.

8C possessive pronouns

Whose coat is it? It's my coat.	It's **mine**.
Whose jacket is it? It's your jacket.	It's **yours**.
Whose phone is it? It's his phone.	It's **his**.
Whose bag is it? It's her bag.	It's **hers**.
Whose dog is it? It's our dog.	It's **ours**.
Whose house is it? It's their house.	It's **theirs**.

- We use possessive pronouns to talk about possession.
  *Is it **yours**? Yes, it's **mine**.*
- We use *Whose* to ask about possession.
  ***Whose** book is it? **Whose** is that bag?*
- We don't use possessive pronouns with a noun.
  NOT ~~*It's mine book.*~~
- We don't use *the* with possessive pronouns, e.g.
  *Is this **yours**?* **NOT** ~~*Is this the yours?*~~

pronouns and possessive adjectives overview

subject pronouns		object pronouns		possessive adjectives			possessive pronouns	
I	can come.	She loves	**me.**	This is	**my**	seat.	It's	**mine.**
You			**you.**		**your**			**yours.**
He			**him.**		**his**			**his.**
She			**her.**		**her**			**hers.**
It			**it.**		**its**			**its.**
We			**us.**		**our**			**ours.**
They			**them.**		**their**			**theirs.**

8A

a Complete with *should* or *shouldn't*.

You *shouldn't* eat so many cakes.

1 You ________ have waited so long before coming to see me.
2 You ________ take my advice.
3 You ________ try to have a walk every day.
4 You ________ have snacks between meals.
5 You ________ think about your diet.
6 You ________ drink alcohol every day.
7 You ________ get your eyes tested.
8 You ________ look so worried.

b Complete the sentences with *should* or *shouldn't* + a verb from the list below.

expect make use stay have open leave wait ~~try~~

I *should try* to learn another language.

1 They ________ later for late-night shopping.
2 We ________ everyone to agree with us.
3 You ________ yourself a hot drink, it will help you sleep.
4 We ________ up late, we have an early train to catch.
5 She ________ to be invited – she's always welcome.
6 We ________ the stairs instead of the lift.
7 Everyone ________ regular health checks.
8 We ________ the party early – it would be impolite.

8B

a Match the sentence halves.

I'll catch the early train *E*

1 If you sit in the sun too long, ___
2 If you return your library book promptly, ___
3 He won't pass his exams ___
4 If I write to you, ___
5 I won't be able to afford a holiday ___
6 Will you be at home ___

A if I come round to see you?
B your skin will burn.
C will you write back?
D you won't have to pay a fine.
E ~~if I get up in time.~~
F if he doesn't revise.
G if I don't get a job.

b Complete with the correct form of the verbs.

If you *look* carefully, you*'ll see* a rabbit. (look, see)

1 If we ________, we ________ the start of the film. (not hurry, miss)
2 The flowers ________ if we ________ some rain soon. (die, not get)
3 We ________ all ________ sorry if you ________. (be, leave)
4 If I ________ my husband, he ________ I've had an accident. (not phone, think)
5 If I ________ my phone down, I ________ probably ________ it. (put, forget)
6 Your journey ________ much longer if you ________ that way. (take, go)
7 If the skies ________ clear tonight, we ________ to see the stars. (be, be able)
8 You ________ enough information unless you ________ the papers I've sent you. (not have, read)
9 If Shona ________ her exams, we ________ all ________ out to celebrate. (pass, go)

8C

a Circle the correct form.

Is this [✓ their] / *theirs* house?

1 Those are *my* / *mine* thoughts on the subject.
2 Please bring *your* / *yours* laptop with you tonight.
3 I'm sure that umbrella is *my* / *mine*.
4 *Your* / *Yours* was the best essay in the class.
5 This part of the building isn't *our* / *ours*.
6 It was *my* / *mine* idea, not *her* / *hers*.
7 Please tell them *their* / *theirs* advice was very helpful.
8 Have you written all the notes in *your* / *yours* notebook?
9 The pencils are *her* / *hers*, but not the pens.

b Complete the sentences with a pronoun or possessive adjective.

Venice is famous for *its* gondolas.

1 **A** Have you brought your camera?
B No, my brother's is better, so I've brought ________.
2 Bertrand and Maria are trying to sell ________ house.
3 There's a beautiful cat in the garden. Is it ________ ?
4 Our friends have brought a picnic to share with ________.
5 Please start writing ________ answers now.
6 I've sent ________ application off today.
7 If you need to borrow a lawnmower, we can lend you ________.
8 My mother gave me this necklace, so it's ________ now.

9A second conditional: *if* + past, *would* / *wouldn't* + infinitive

1 If a cow **attacked** me, **I'd run** away.
If she **didn't have** a dog, she **wouldn't do** any exercise.
Would you **go** for a swim **if** there **were** sharks in the sea?

2 **If** I **had** more time, **I'd do** more exercise.
I'd do more exercise **if** I **had** more time.

3 **If** we **went** by car, we **could stop** at places on the way.

1 We use *if* + past to talk about an imaginary or hypothetical future situation and *would* / *wouldn't* + infinitive to talk about the consequence.

- *would* + infinitive is sometimes known as the conditional tense. We also use it without an *if*-clause to talk about imaginary or hypothetical situations, e.g. *I'd never have a cat as a pet. They'd be happier in a bigger house.*
- *would* / *wouldn't* = is the same for all persons. Contractions: *'d* = *would* (*I'd, you'd, he'd*, etc.); *wouldn't* = *would not.*

2 In a second conditional the *if*-clause can come first or second. If the *if*-clause comes first, we usually put a comma before the next clause.

3 We can also use *could* + infinitive instead of *would* + infinitive in the other clause.

***be* in second conditionals**

With the verb *be* we can use *were* (instead of *was*) after *I / he / she / it*, e.g.

*If Jack **was** / **were** here, he'd know what to do.*

Use *were* (not *was*) in the expression *If I were you,....*

We often use this expression for advice, e.g.

***If I were you**, I wouldn't take that job.*

first or second conditional?

Compare the first and second conditionals:

- We use the **first conditional** for **possible** future situations.
  *If I **don't have to** work tomorrow, **I'll help** you.* (= It's a possibility. Maybe I will help you.)
- We use the **second conditional** for **imaginary** or **hypothetical** situations.
  *If I **didn't have to** work tomorrow, **I'd help** you.* (= It's a hypothetical situation. I have to work, so I can't help you.)

9B present perfect + *for* and *since*

A Where do you live now?
B In Manchester.
A **How long have** you **lived** there?
B **I've lived** there **for** 20 years.

B Where does your sister work?
A In a primary school.
B **How long has** she **worked** there?
A She's **worked** there **since** 2015.

- We use the present perfect + *for* and *since* to talk about actions and states which started in the past and are still true now.
  ***I've lived** in Manchester **for** 20 years.* = I came to live in Manchester 20 years ago and I live in Manchester now.
- We don't use the present simple in this type of sentence, e.g.
  NOT ~~*I live in Manchester for 20 years.*~~
- We use *How long...?* to ask questions about the duration of an action or a state, e.g. *How long have you been married?*

***for* or *since*?**

- We use *for* + a period of time, for example, ***for** two weeks, **for** ten years*, etc.
  *I've had this car **for** three months.*
- We use *since* with the beginning of a period of time, e.g.
  ***since** 2014, **since** last June*, etc.
  *I've been afraid of spiders **since** I was a child.*

9C present perfect or past simple? (2)

1 **A** How long **was** Sidney Poitier married to his first wife?
B He **was** married to her for 15 years.
A What role **did** he **play** in *To Sir, with Love*?
B He **played** a teacher.

2 **A** How long **has** Denzel Washington **been** married?
B He**'s been** married since 1983.
A What kind of roles **has** he **played**?
B **He's played** many roles in Shakespeare plays.

1 We use the **past simple** to talk about a finished period of time in the past. Sidney Poitier is dead, so
NOT ~~*He has been married to her for 15 years.*~~

- We can use *for* with the past simple for a finished period of time in the past.

2 We use the **present perfect** with *for* and *since* to talk about an unfinished period of time, from the past until now. Denzel Washington is still alive and still married.

- Compare the past simple and the present perfect.
  *Jack **was** married for ten years.* = Jack is not married now. He's divorced or dead.
  *Jack **has been** married for ten years.* = Jack is married now. He got married ten years ago.

9A

a Match the sentence halves.

If you could choose anywhere in the world, D

1 I'd feel more confident ___
2 If your girlfriend went back to Australia, ___
3 You wouldn't feel lonely ___
4 If you practised more, ___
5 His car would have lasted longer ___
6 If you asked for a day off, ___

A if he had looked after it better.
B we could go fishing.
C you would be a really good musician.
D ~~where would you like to live?~~
E would you go with her?
F if you had a pet.
G if I'd done more revision.

b Complete with the correct form of the verbs to make second conditional sentences.

If Zara came to the UK, I would *try to meet* her. (try, meet)

1 If you ________ home today, you ________ in time for Christmas. (drive, arrive)
2 Even if I ________ the card today, she ________ it on her birthday. (post, not receive)
3 If you ________ to drive, you ________ to use the bus. (learn, not need)
4 I'm sure she ________ us if there ________ anything wrong. (tell, be)
5 If I ________ a good camera I ________ better pictures. (have, take)
6 ________ they ________ to live in Sicily if they ________ do it? (prefer, can)
7 My parents ________ plenty to do if they ________ to retire. (have, decide)
8 I ________ to go on a diving holiday, even if someone ________ me to join them. (not want, invite)
9 ________ you ________ your country if you ________ a well-paid job abroad? (leave, get)
10 ________ we ________ the Northern Lights if we ________ to Norway? (see, travel)

9B

a Write questions with *How long* and the present perfect.

he / study computing *How long has he studied computing?*

1 she / be a doctor ________________________?
2 your friend / live in Argentina ________________________?
3 your house / have air conditioning ________________________?
4 you / be on this course ________________________?
5 they / own their house ________________________?
6 Simon / be a flight attendant ________________________?
7 Ireland / be a republic ________________________?
8 you / know your best friends ________________________?

b Answer the questions in a. Use the present perfect + *for* or *since*.

He*'s studied computing for* three years.

1 She ________________________ 2001.
2 She ________________________ five years.
3 Our house ________________________ last October.
4 I ________________________ one term.
5 They ________________________ ten years.
6 He ________________________ he left school.
7 It ________________________ 1949.
8 I ________________________ a long time.

9C

a Circle the correct form.

He is / [✓ *He's been*] married since last autumn.

1 *He got* / *He has got* out of the car as quickly as possible.
2 *We lived* / *We've lived* here in Australia since 2005.
3 *I sold* / *I've sold* my car last year.
4 *My brother came* / *My brother has come* with me when I went to visit my mother.
5 I'm glad our cat *came* / *has come* home now, he's been out all night.
6 Last Tuesday a celebrity *opened* / *has opened* the new store in our town.
7 When the police received a call, *they sent* / *they've sent* an officer to check on the house.
8 Tim and Sarah *were* / *have been* together for two months already.

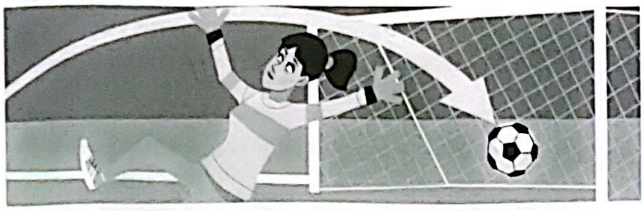
b Complete with the present perfect or past simple.

1 **A** Why isn't Sally here today?
B She's on holiday.
A Where ________? (she / go)
B To Portugal. ________ last weekend. (She / leave)

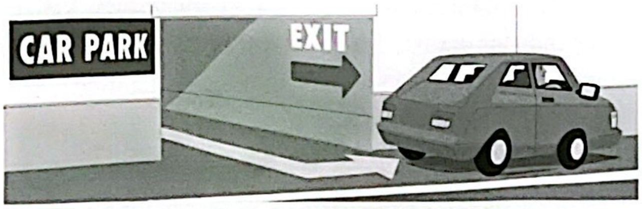
2 **A** ________ the books today? (you / bring)
B I'm sorry, ________ to bring them. (I / forget)
A ________ some notes with you? (you / get)
B Yes, fortunately ________ to bring those. (I / remember)

3 **A** We love living near the sea.
B How long ________ in Torquay? (you / live)
A ________ there five years ago. (We / move)
B ________ very lucky to find such a lovely place. (you / be)

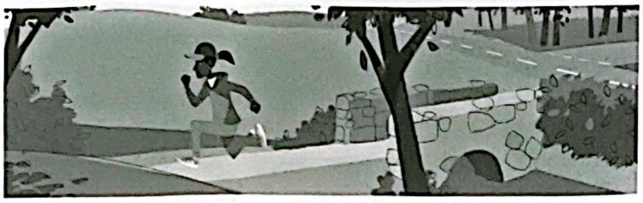
10A expressing movement



The ball **went over** the goalkeeper's head and **into** the goal.



He **drove out of** the car park and **along** the street.

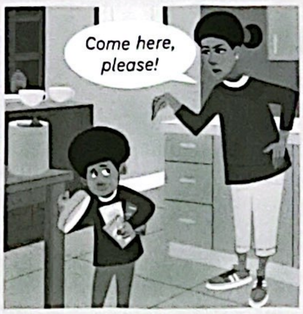


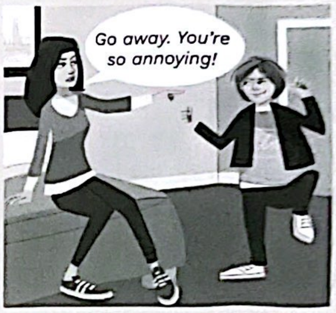
I **ran over** the bridge and **across** the park.

- To express movement we use a verb of movement, e.g. *go*, *come*, *run*, *walk*, etc. and a preposition (or adverb) of movement, e.g. *up*, *down*, *away*, etc.

come or go?

We use *come* for movement towards you, and *go* for movement away from you.


Come here, please!


Go away. You're so annoying!

***in* or *into*? *out* or *out of*?**

We use *into* / *out of* + noun.

Come ***into*** *the living room.* *He went* ***out of*** *the house.*

We use *in* / *out* if there isn't a noun.

Come ***in****.* *He went* ***out****.*

10B word order of phrasal verbs

1 What time do you **get up**?
I don't usually **go out** during the week.

2 **Put on** your coat. **Put** your coat **on**. **Put** it **on**!
Turn off the TV. **Turn** the TV **off**. **Turn** it **off**.

3 I'm **looking for** my glasses.
A Have you found your glasses?
B No, I'm still **looking for** them.

- A phrasal verb = verb + particle (preposition or adverb), e.g. *get up*, *go out*, *turn on*, *look for*.

1 Some phrasal verbs don't have an object, e.g. *get up*, *go out*.

2 Some phrasal verbs have an object and are separable. With these phrasal verbs we can put the particle (*on*, *off*, etc.) before or after the object.

- When the object is a pronoun (*me*, *it*, *him*, etc.) it always goes between the verb and particle.
Here's your coat. Put it on. **NOT** ~~*Put on it.*~~

3 Some phrasal verbs have an object and are inseparable, e.g. *look for*. With these phrasal verbs the verb (e.g. *look*) and the particle (e.g. *for*) are never separated.
I'm ***looking for*** *my glasses.* **NOT** ~~*I'm looking my glasses for.*~~

10C the passive: *be* + past participle

Present: *am* / *is* / *are* + past participle
[+] 20 billion pieces of Lego **are produced** every year.
[–] CDs **aren't used** very much nowadays.
[?] **Is** Spanish **spoken** in New Mexico?

Past: *was* / *were* + past participle
[+] The hot-air balloon **was invented** by two Frenchmen.
[–] Stamps **weren't invented** until 1840.
[?] When **was** the mobile phone **invented**?

- We can often say things in two ways, in the active or in the passive.
Adolphe Sax ***invented*** *the saxophone.* (**active**)
The saxophone ***was invented*** *by Adolphe Sax.* (**passive**)
- In the **active** sentence, the focus is more on **Adolphe Sax**.
- In the **passive** sentence the focus is more on **the saxophone**.
- We often use the passive when it isn't known or isn't important who does or did the action.
My car ***was stolen*** *last week.*
Volvo cars ***are made*** *in Sweden.*
- We use *by* to say who did the action.
The Lord of the Rings *was written* ***by*** *Tolkien.*

10A

a **Circle the correct preposition.**

We knew we were near the town when we drove *through* / [✓ *over*] the railway bridge.

1 I went *in* / *into* town on Saturday morning.
2 The box was in a cupboard *in* / *under* the stairs.
3 The boys rode their bicycles *past* / *along* the track.
4 The book was *over* / *under* a pile of papers.
5 The bus comes *across* / *from* the city and continues *towards* / *into* the sea.
6 He went *in* / *through* the door *from* / *in* the kitchen into the front room.
7 The horse ran *over* / *up* the hill to the top.
8 The supermarket is just *across* / *round* the corner.

b **Complete the sentences with the correct preposition.**

We went for a walk along the seashore.

1 They tried to swim ________ the river, but it was too far.
2 Our cat climbed straight ________ a tree.
3 I lost my mobile phone signal when the train went ________ a tunnel.
4 There's a hotel ________ the end of the road.
5 My phone is ________ my bag.
6 The white flowers were growing ________ the trees.
7 I think I might have left my bag ________ the bus.

10B

a **Circle the correct form. If both are correct, tick ✓ the box.**

Pick up your shoes / *Pick your shoes up* immediately. ☑

1 Please can you *put the rubbish out* / *put out the rubbish*? ☐
2 She wants to *send money to her parents* / *send to her parents money*. ☐
3 The vase *fell off the table* / *off the table fell*. ☐
4 I need to go *the bank into* / *into the bank*. ☐
5 *Put your book down* / *put down your book*. ☐
6 He works *from home away* / *away from home*. ☐
7 Can you *text the number to me* / *to me text the number*. ☐
8 The cat *every morning goes out* / *goes out every morning*. ☐
9 Don't forget to *send off that parcel* / *that parcel off to send*. ☐
10 *A birthday present has come from my aunt* / *From my aunt a birthday present has come*. ☐

b **Complete the sentences with *it* or *them* and a word from the list.**

out over in up (x2) on (x2) ~~down~~

That vase might break. Please put it down.

1 Are your children with you? Bring ________.
2 Your computer's turned off. Switch ________.
3 That dog's very noisy – can you take ________?
4 I'd love to meet your friends – please bring ________ soon.
5 What a lovely photo. Let's hang ________.
6 You'll need your gloves. Put ________.
7 The milk jug is empty. I'll fill ________.

10C

a **Complete with present or past passive.**

The house was sold last year. (sell)

1 He ________ an expert on the latest technology. (consider)
2 Many urgent messages today ________ by email. (send)
3 The children ________ to go out today without an adult. (not allow)
4 Yesterday I ________ because my car wouldn't start. (delay)
5 Basketball ________ usually ________ in schools here. (not play)
6 This necklace ________ to me by my mother. (give)
7 Fifty people ________ their opinion in the survey. (ask)
8 When the others went shopping, I ________ behind. (leave)
9 You ________ to make a decision today. (not expect)
10 When I got there, I found that the door ________. (lock)

b **Rewrite the sentences in the passive, beginning with the highlighted words.**

Shakespeare wrote *Hamlet* around 1603.
Hamlet was written by Shakespeare around 1603.

1 George Lucas directed four Star Wars films.
2 A rich American bought the original London Bridge.
3 Michelangelo painted the Sistine Chapel ceiling.
4 The Swedish scientist Alfred Nobel invented dynamite.
5 Peter Jackson directed the Lord of the Rings films.
6 Usain Bolt broke two world records.
7 George R.R. Martin wrote *A Game of Thrones*.
8 Martin Cooper made the first mobile telephone call.

11A *used to / didn't use to*

⊞ When I was a child I **used to** play in the streets.
My brother **used to** have very long hair when he was a student.

⊟ Nick **didn't use to** go out much, but now he goes out every night.
I **didn't use to** like vegetables, but now I love them.

⍰ **A** **Did** you **use to** wear a uniform at school? **B** Yes, I did.
A **Did** you **use to** like your teachers? **B** No, I didn't.

- We use *used to / didn't use to* + verb to talk about things that happened repeatedly or were true for a long period of time in the past, but are usually not true now, e.g. things which happened when you were a child.
- *used to / didn't use to* is the same for all persons.

! Be careful with negatives and questions:
I didn't use to like maths. **NOT** ~~*I didn't used to like maths.*~~
Did you use to like maths? **NOT** ~~*Did you used to like maths?*~~

- Instead of *used to* you can use the past simple with an adverb of frequency.
When I was a child I often played in the street.

***used to* or *usually*?**

used to is only for talking about the past.

For habits in the present, we use *usually* + present simple, **NOT** ~~*use to*~~.

***I usually cook** in the evenings.*

NOT ~~*I use to cook in the evenings.*~~

11B *might / might not* (possibility)

We **might** have a picnic tomorrow, but it depends on the weather.

Karen **might** come with us tomorrow, but she's not sure yet.

I **might not** take my laptop on holiday. I haven't decided yet.

We **might not** see the boss today. I think she's away.

- We use *might / might not* + verb (infinitive without *to*) to say that perhaps you will or won't do something.
- *We might have a picnic tomorrow.* = Perhaps we will have a picnic tomorrow.
- *might / might not* is the same for all persons.
- *might not* is not usually contracted.

may / may not

We can also use *may* instead of *might* for possibility, e.g.

*We **may** have a picnic tomorrow.*

*I **may not** take my laptop on holiday.*

11C *so, neither* + auxiliaries

1 **A** I love classical music.
B **So do I.**
A I went to a classical concert last night.
B **So did I.**

2 **A** I'm not married.
B **Neither am I.**
A I don't want to get married.
B **Neither do I.**

- We use *So do I*, *Neither do I*, etc. to say that you have something in common with somebody.

1 Use *So* + auxiliary + *I* to respond to positive sentences.

2 Use *Neither* + auxiliary + *I* to respond to negative sentences.

- The auxiliary we use after *So...* and *Neither...* depends on the tense of the verb that the other speaker uses.

present simple	**A** I don't like classical music.	**B** **Neither do I.**
present continuous	**A** I'm having a great time	**B** **So am I.**
can / can't	**A** I can swim.	**B** **So can I.**
past simple	**A** I didn't like the film. **A** I was very tired.	**B** **Neither did I.** **B** **So was I.**
would / wouldn't	**A** I wouldn't like to go there.	**B** **Neither would I.**
present perfect	**A** I've been to Brazil.	**B** **So have I.**

! Be careful with the word order.
So do I / Neither do I. **NOT** ~~*So I do / Neither I do.*~~

neither* and *nor

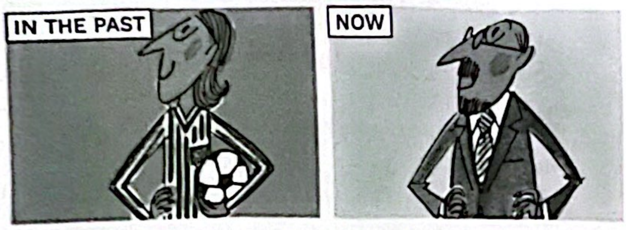
We can also use *nor* instead of *neither*, e.g.

A *I didn't like the film.* **B** ***Nor / Neither** did I.*

Neither is usually pronounced /ˈnaɪðə/, but can also be pronounced /ˈniːðə/.

11A

a **Look at how much Dan has changed.**



He didn't use to have a moustache.

1 ______________________ smart clothes.
2 ______________________ sports.
3 ______________________ glasses.
4 ______________________ more hair.
5 ______________________ a jacket.

b **Make sentences with *used to*, *didn't use to*, or *did…use to*?**

where / you / live
Where did you use to live? [?]

1 we / go to the seaside on Easter Monday [+]
2 your parents / have a house in Spain [?]
3 we / like lobster, but we do now [–]
4 I / think Abba were the greatest band [+]
5 she / drive a smaller car [+]
6 she / to have such good neighbours as she does now [–]
7 if you / to think that, why have you changed your mind? [–]
8 you / to go to college [?]
9 I / to worry a lot about work [+]
10 people / look up phone numbers in a book, but now they often use the Internet. [+]

11B

a **Match the sentences.**

Don't forget your umbrella. F
1 We should book some tickets. __
2 Don't take my advice. __
3 She had a cold yesterday. __
4 We've left rather late. __
5 Send me a reminder. __
6 Take out your passport. __
7 Don't go in there. __
8 Check your phone. __

A You might need it at the gate.
B There might be a message from Daniel.
C We may not get there in time.
D I might forget.
E She might be away today.
F ~~You might need it if it rains.~~
G The show might sell out.
H I may be wrong.
I It might be dangerous.

b **Complete the sentences with *might* + a verb phrase.**

order some wine have to replace it
not enjoy it be late wear my jeans
not see the sun all day ~~snow~~

It's very cold today. It might snow.
1 My phone's not working. I ____________.
2 I'm not sure what to wear. I ____________.
3 She's not here yet. Her train ____________.
4 That film's quite frightening. You ____________.
5 We're celebrating. I ____________.
6 It's cloudy today. We ____________.

11C

a **Complete B's answers with an auxiliary verb.**

A I'd like to live abroad. B So would I.
1 A I went to university in London. B So ________ I.
2 A I don't take milk in my coffee. B Neither ________ I.
3 A I've never been to Scotland. B Neither ________ I.
4 A I hope it will be sunny tomorrow. B So ________ I.
5 A I could never do maths at school. B Neither ________ I.
6 A I was born in 2008. B So ________ I.
7 A I'll try to finish the essay tomorrow. B So ________ I.
8 A I didn't know anyone before I came here.
B Neither ________ I.
9 A I'm looking forward to our holiday. B So ________ I.
10 A I can go to the cinema tonight. B So ________ I.

b **Respond to A. Say you are the same. Use *So…I* or *Neither…I*.**

A I haven't been to Australia.
Neither have I.
1 A I like Indian food. ________
2 A I'm learning French this year. ________
3 A I don't want to see that film. ________
4 A I can play the piano. ________
5 A I don't like spiders. ________
6 A I'm getting the early train tomorrow.
____
7 A I didn't expect to pass the exam.
____
8 A I always look forward to Christmas.
____

12A past perfect

+ When I woke up the garden was all white. It **had snowed** during the night.
I suddenly realized that **I'd left** my phone in the taxi.

− We got home just in time – the match **hadn't started**.
When she got to class, she realized that she **hadn't brought** her book.

? **A** I went to Paris last weekend. I really loved it.
B **Had** you **been** there before?
A No, I **hadn't**.

- We use the past perfect when we are already talking about the past and want to talk about an earlier past action.

  *When I woke up the garden was all white. It **had snowed** during the night.* = It snowed before I woke up.

- We make the past perfect with *had / hadn't* + the past participle.
- The form of the past perfect is the same for all persons.
- *had* is sometimes contracted to *'d*.

***had* or *would*?**

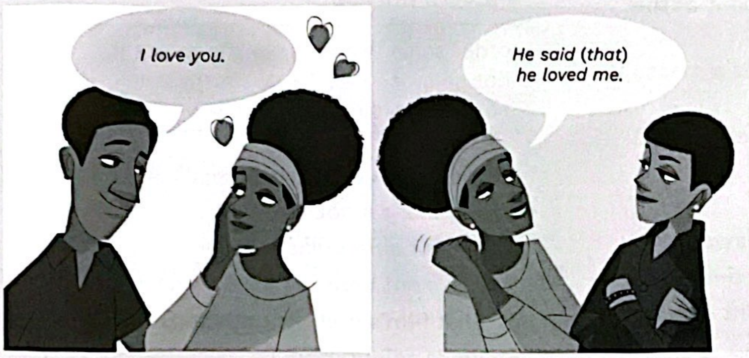
Be careful, *'d* can be *had* or *would*.

*I didn't know that you'**d** found a new job.* ('d = had)

*If you went by taxi, you'**d** get there much quicker.* ('d = would)

12B reported (or indirect) speech

direct speech	reported speech
'I love you.'	He said (that) **he loved me**.
'I've just arrived.'	She said (that) **she had just arrived**.
'We'll come at eight.'	He told me (that) **they would come** at eight.
'I don't want to go to the party.'	Jack told Anna (that) **he didn't want** to go to the party.


I love you.
He said (that) he loved me.

- We use reported speech to tell somebody what another person said.
- We often introduce reported speech with *said* or *told* (+ person).
- After *said* or *told* **that** is optional, e.g. *He said* (***that***) *he loved me*.
- Pronouns often change in reported speech, e.g. *I* changes to *he* or *she*. *'I'm tired.'* ***She*** *told me* (*that*) *she was tired.*

- Verb tenses change like this:

direct speech	reported speech
'I **can** help you.' (present simple)	He said (that) he **could** help me. (past simple)
'**I'm driving**.' (present continuous)	She said (that) she **was driving**. (past continuous)
'**I'll call** you.' (will)	He told me (that) he **would call** me. (would)
'I **met** a girl at a party.' (past simple)	John told me (that) he **had met** a girl at a party. (past perfect)
'**I've broken** my arm.' (present perfect)	Sara said (that) she **had broken** her arm. (past perfect)

***say* or *tell*?**

We use *say* or *tell* in reported speech. They mean the same thing, but they are used differently.

We use *say* without an object or pronoun.

He said (*that*) *he loved me.*

NOT ~~*He said me (that) he loved me.*~~

We use *tell* with an object or pronoun.

He told me (*that*) *he loved me.*

NOT ~~*He told (that) he loved me.*~~

12C questions without auxiliaries

subject	verb	
Who	painted	*The Milkmaid*?
Which actor	won	the Oscar for Best Actor in 2002?
How many people	live	near the school?
Who	wants	a cup of coffee?

- When the question word (*Who?*, *What?*, *Which?*, *How many?*, etc.) is the subject of the verb in the question, we don't use an auxiliary verb (*do / does / did*).
  Who painted *The Milkmaid*? **NOT** ~~*Who did paint...*~~?
- In most other questions in the present and past simple we use the auxiliary verb *do / does / did* + the infinitive.
  *What music **do** you like?* **NOT** ~~*What music you like*~~?
- See **Entry Checker 1A** p.264.

12A

a **Match the sentence halves.**

Pavel was confused because D

1 I didn't go any further because ___
2 Sheryl decided to go to the doctor because ___
3 We'd travelled to Scotland because ___
4 The lights were on in the house, ___
5 The children were sent home early from school because ___
6 We hadn't booked tickets because ___

A it had started to snow.
B we wanted to go to the Edinburgh Festival.
C we thought we could buy them at the entrance.
D ~~he had never driven that route before.~~
E I couldn't see what was ahead.
F she'd had a cough for three weeks.
G but I knew everyone had gone out.

b **Complete the sentences. Put the verbs in the past simple and past perfect.**

We left so late that we missed the start of the film. (leave, miss)

1 I ________ home to find my sister ________ the newspaper away. (get, throw)
2 One day when we ________ out walking, we ________ to check the directions. (go, forget)
3 They told us that the shop ________ since the robbery last week. (close)
4 We ________ get into the garden because the gate ________. (cannot, lock)
5 When I ________ at my friend's house I ________ I ________ my phone. (arrive, realize, lose)
6 Laura ________ to the party because she ________ her homework. (come, finish)
7 We were glad that the rain ________ before we ________ our journey. (stop, start)

12B

a **Write the sentences in reported speech.**

'I need to go to the bank.'
He told me he needed to go to the bank.

1 'They're the best band I've ever seen.'
She said they ________________.
2 'I'm going to buy the tickets today.'
My mother said that she ________________.
3 'We're sorry, but we can't come with you.'
They said they ________________.
4 'I've moved to a new house.'
Imran told us that he ________________.
5 'What would you like for your birthday?'
Susan asked me ________________.
6 'I know a lot of French students.'
Marcus said he ________________.

b **Write the sentences in direct speech.**

She told me she was coming home.
She said: 'I'm coming home.'

1 Sadie said she hadn't looked it up on the Internet yet.
Sadie said: '________________.'
2 My parents said they would see me on Tuesday.
My parents said: '________________.'
3 They said they were going to watch TV all evening.
They said: '________________.'
4 Eva told me she would like to visit Greece.
Eva told me: '________________.'
5 My aunt said she didn't like spicy food.
She said: '________________.'
6 My friends phoned and said they had missed the train.
My friends phoned and said: '________________.'
7 David said that he wanted to apologize.
David said: '________________.'

12C

a **Circle the correct question form.**

Where *went you* / [✓ *did you go*]?

1 Who *gave* / *did give* you that book?
2 What *intends she* / *does she intend* to do next?
3 *You do think* / *Do you think* they were telling the truth?
4 What *said you* / *did you say* to your boyfriend?
5 Which train *goes* / *does go* to London?
6 Who *did bring* / *brought* these chocolates?
7 Why *he brought* / *did he buy* so much milk?

b **Write the questions. Do you know the answers?**

Which Formula 1 driver won his first world record championship in 2008? (Formula 1 driver / win)

1 What ________________ to your memory? (coffee / do)
2 How often ________________ the online dictionary? (the OED / update)
3 Where ________________? (Matt Damon / live)
4 When ________________ his speech: 'I have a dream'? (Martin Luther King / give)
5 Who ________________ the saxophone? (invent)
6 Which country ________________ to the United States? (give / the Statue of Liberty)

Workbook Answer Key and Listening

1A

1 VOCABULARY

a 2 squid, meat
3 cucumber, fruit
4 duck, vegetables
5 salmon, fruit
6 courgette, seafood

b 2 aubergine, 3 avocado, 4 squid, 5 red pepper, 6 mango, 7 lobster, 8 melon

c 2 beef, 3 raspberries, 4 prawns, 5 cabbage, 6 salmon

d 2 boiled, 3 baked, 4 fried, 5 roast, 6 steamed

e 2 frozen, 3 raw, 4 low-fat, 5 fresh, 6 spicy

f 2 a, 3 b

g Students' own answers

2 PRONUNCIATION

a 1 /ɪ/ chicken, squid
2 /iː/ peach
3 /æ/ crab, mango
4 /ɑː/ carton, jar
5 /ɒ/ chocolate, sausage
6 /ɔː/ pork, prawns
7 /ʊ/ cookie, sugar
8 /uː/ cucumber, tuna

c 2 cabbage
3 spicy
4 roast
5 grapes
6 fruit
7 baked
8 melon
9 aubergine

3 GRAMMAR

a 2 don't...get up
3 Are...watching
4 cycles
5 are / 're having
6 is / 's...doing
7 does...give
8 am / 'm not eating
9 doesn't...do
10 is / 's trying

b 3 That cake looks
4 ✓
5 Do you think
6 ✓
7 ✓
8 I love

c 2 believe
3 aren't using
4 doesn't belong
5 is / 's playing
6 am / 'm not sleeping
7 don't recognize
8 sounds

d 2 Where do you usually do your homework?
3 Why are you studying English?
4 Do you think English is easy?
5 Are you enjoying the classes at the moment?
6 What do you usually do after the class?

e Students' own answers

1B

1 VOCABULARY

a 2 great-grandfather
3 only child
4 multi-generational
5 adopted child
6 immediate
7 stepmother
8 brother-in-law
9 blended
10 siblings
11 extended

b 2 g, 3 a, 4 e, 5 h, 6 c, 7 i, 8 f, 9 j, 10 b

c 2 anxious
3 selfish
4 sensible
5 self-confident
6 ambitious
7 stubborn
8 independent
9 rebellious
10 patient
11 honest
12 insecure

d 2 dishonest
3 immature
4 unreliable
5 insensitive
6 unambitious
7 unimaginative
8 disorganized
9 irresponsible
10 unsociable
11 unfriendly
12 unkind
13 impatient
14 unselfish

e 1 sensitive
2 sensible
3 sympathetic

2 GRAMMAR

a 2 I'll pay
3 Shall I make
4 you'll get / you're going to get
5 We're going
6 I'll have
7 I'll be
8 Shall we invite
9 won't be
10 it's going to break

b 1 are / 're staying, are / 're having
2 Shall...order, will / 'll call, will / 'll have
3 are...leaving / are...going to leave, am / 'm getting, am / 'm going to get, will / 'll give
4 are...doing / are...going to do, am / 'm going, are...seeing / are...going to see, will / 'll love
5 Shall...help, will / 'll wash, won't break

c Students' own answers

3 PRONUNCIATION

a 2 not...buy...flights yet
3 look online
4 Who...meeting tonight
5 meeting...friends
6 not meeting...girlfriend
7 helping...mum
8 When...get...exam results
9 won't get...this week
10 get...Monday

Practical English 1

1 REACTING TO WHAT PEOPLE SAY

a 2 You're kidding!
3 That's a pity.
4 Congratulations!
5 Really?
6 I don't believe it!

b 1 You're kidding!
2 Really?
3 How fantastic! That's amazing! That's great news. Wow! Good for you. Congratulations!
4 That's a pity. Oh no!

2 SOCIAL ENGLISH

a 2 c, 3 a, 4 g, 5 b, 6 h, 7 e, 8 d

b 2 Hey, thanks
3 It was good to see you, Take care
4 I hope so
5 What a surprise
6 We're meeting for coffee, say hi from me

Can you remember...? 1

1 GRAMMAR

1 does...open
2 is / 's doing
3 don't agree
4 Are...going to wear / wearing
5 are / 're having
6 won't be

2 VOCABULARY

1 duck
2 salmon
3 stepmother
4 extended family
5 bossy
6 charming

3 PRONUNCIATION

1 reliable
2 great
3 mature
4 parent
5 spoilt

4 GRAMMAR & VOCABULARY

1 a, 2 c, 3 a, 4 a, 5 c, 6 c, 7 c, 8 b, 9 a, 10 c

2A

1 VOCABULARY

a 2 afford
3 save
4 owe
5 earns
6 is worth
7 raise
8 cost
9 borrow
10 inherited
11 invested
12 charged
13 lend
14 transfer

b 2 for
3 into
4 from
5 in
6 to
7 on
8 by
9 back
10 in

c 2 bills
3 contactless payment
4 loan
5 mortgage
6 budget
7 tax
8 donation
9 insurance

d 2 pay...back
3 live off
4 live on

e Students' own answers

2 PRONUNCIATION

a 2 clothes, 3 done

c 3 S, 4 D, 5 S, 6 D

3 GRAMMAR

a 2 hasn't saved
3 charged
4 didn't inherit
5 haven't been
6 've never used
7 did your TV cost
8 didn't have
9 have you lived
10 earned

b 1 passed
2 did…borrow, have / 've…spent
3 Have…found, has…agreed
4 Have…lent, needed
5 Has…made, called

c 2a Have you ever found any money on the street?
b How much did you find?
3a Have you ever used contactless payment?
b Where did you use it?
4a Have you ever paid for a meal for a lot of people?
b Why did you pay for it?
5a Have you ever stayed in an expensive hotel?
b Who did you stay there with?
6a Have you ever raised money for charity?
b How much did you raise?

d Students' own answers

2B

1 GRAMMAR

a for: a long time, six months, three days, two weeks, years
since: Christmas, I was very young, lunchtime, Tuesday

b 2 has / 's been…for
3 have / 've known…since
4 has / 's worked…for
5 have lived…since
6 have loved…since
7 have / 've wanted…for
8 hasn't spoken…since
9 haven't seen…for
10 has / 's liked…since

c 2 We've been travelling
3 has he been working
4 She's been looking for
5 He hasn't been doing
6 Have you been waiting
7 I've been looking after
8 I haven't been playing

d 2 ✓
3 have had
4 ✓
5 ✓
6 I've known
7 We've been going
8 ✓
9 have you been riding
10 I've washed

e Students' own answers

2 PRONUNCIATION

a 2 How long…going out together
3 feeling ill…yesterday
4 haven't…living here…long
5 cleaning…house all morning
6 haven't…sleeping well lately

3 VOCABULARY

a 2 a, 3 j, 4 f, 5 e, 6 i, 7 c, 8 b, 9 l, 10 h, 11 n, 12 k, 13 m, 14 g

b 2 filthy
3 huge
4 starving
5 tiny
6 freezing

c 2 amazed
3 furious
4 terrified
5 exhausted
6 hilarious
7 fascinating
8 positive

d Students' own answers

Exam skills 1

a Students' own answers

b C is correct. The text says 'Don't forget to wear club sweatshirts'.

c Students' own answers

d and e 2 B, 3 C, 4 C, 5 A

Exam skills 2

a Students' own answers

b banknote, note, Florence Nightingale, ten-pound, Charles Dickens, Jane Austen

c 2 I, 3 F, 4 A, 5 E, 6 B, 7 D

d C and G do not match any of the extracts

e Students' own answers

2.4

Extract 1
You can learn a lot about a country's history and culture by studying its banknotes. These often feature an important person from the past. The first woman to appear on a note produced by the Bank of England was Florence Nightingale. She was a nurse and trainer of nurses in the 19th century, and she saved many of her patients' lives. In 1992, Florence Nightingale was replaced on the ten-pound note by a famous British author: Charles Dickens. Another British author, Jane Austen, appeared on the ten-pound note in 2017.

2.5

Extract 2
How can you feed your family for less? Suzanne Mulholland has found a good solution. She buys all the ingredients for a week's meals in a single shopping trip, and then prepares the meals at the same time. She cooks, for example, a large pan of meat sauce, and then she puts the sauce in separate packages in the freezer. Then she uses a package of the sauce every day to prepare a different meal.

Extract 3
Donating to charity has changed a lot over the years. Some of us remember putting coins in a collection box, but today it's more common to use the internet to give money. JustGiving is one of the most popular websites. The company was set up by Zarine Kharas and Anne-Marie Huby in 2000. Since then, it has helped individuals and organizations all over the world raise billions of pounds for causes that they care about.

Extract 4

Parents of teenagers often ask whether their son or daughter can open a bank account. Most banks allow young people to apply for an account from the age of 16, although some require a parent to sign the application. To open an account, a 16-year-old must be able to prove their address and their identity – for example, with a passport or identity card. Opening a bank account is a great way for young people to learn how to manage their money.

Extract 5

When it comes to collecting money for charity, Gary McKee is an expert. He's been helping Macmillan Cancer Support for about two decades now, and he's raised a huge amount of money. He's ridden a bike through Brazil, and he's climbed Mount Kilimanjaro, but his greatest achievement has probably been completing his Three Six Five Challenge. For 365 days, he ran a marathon of 42 kilometres before going to work every morning. The challenge raised more than a million pounds.

Extract 6

In the past, people exchanged useful objects if they wanted something – for example, a certain amount of food for a pair of shoes. Later, people invented the idea of money. Some of the first coins were made in China in around 640 BC, and China was also the first country to use paper money in around 1260 AD. About four centuries later, this idea spread to the rest of the world, and people's pockets became much lighter.

Extract 7

A no-spend challenge is when you choose to spend money only on things you need – for example, rent, bills, and food. It can last for a week, a month, or a year. During the challenge, you cannot spend on things you don't need, such as restaurant meals, new clothes, or presents. It will help you save money, and it will also help you identify your bad spending habits. These challenges have become very popular in recent years.

3A

1 VOCABULARY

a 2 motorway
3 Underground
4 van
5 lorry
6 coach
7 scooter / e-scooter
8 ferry
9 motorbike

b 2 parking
3 traffic
4 road
5 cycle
6 petrol
7 rush
8 rank
9 speed
10 lights
11 car
12 zebra
13 limit
14 pedestrian

c 2 does...take
3 takes
4 took
5 'll take / 's going to take / takes
6 did...take

d 2 off, 3 up, 4 out, 5 up, 6 out of

e Students' own answers

2 PRONUNCIATION

a 2 watch, 3 jam

3 GRAMMAR

a 2 Bangkok is the most crowded of the three destinations.
3 Vienna is easier to get to than Bangkok.
4 Bangkok is more exciting than Dubai.
5 Dubai is hotter than Vienna.
6 Vienna is the most relaxing of the three destinations.

b 2 than
3 the
4 more
5 worst
6 less
7 quicker / faster
8 most
9 as
10 least

c 2 walk faster than
3 the most interesting city
4 is less interesting than
5 the best pizza
6 isn't as expensive as
7 is the same as
8 the least comfortable bed

4 PRONUNCIATION

a 2 more relaxing
3 most interesting
4 more expensive
5 old tram
6 first time

3B

1 GRAMMAR

a 2 last weekend
3 children, Monday, Saturday
4 the door, the house
5 a German, an engineer
6 fish, the salmon
7 the cinema, a week
8 the end, the world
9 an old, the theatre
10 a beautiful, lunch

b 2 ✗, next weekend
3 ✗, Money
4 ✓
5 ✓
6 ✗, the jacket
7 ✓
8 ✗, a strange film
9 ✗, a doctor
10 ✓

c 2 –, 3 the, 4 an, 5 a, 6 a, 7 the, 8 the

2 PRONUNCIATION

a 2 cheaper than the
3 to do tonight
4 the window for a moment
5 to see a doctor about
6 to go for a walk

3 VOCABULARY

a 2 to, 3 for, 4 on, 5 at, 6 for, 7 about, 8 of, 9 to, for, 10 with, about, 11 at, 12 in, 13 between, 14 to, 15 on

b 2 on, 3 for, 4 in, 5 from, 6 at, 7 with, 8 about, 9 of, 10 with, about, 11 to, 12 of, 13 of, 14 for, 15 to, 16 with, 17 about, 18 to, 19 to

4 PRONUNCIATION

a 1 argued...dad
2 laughing at, laughing...you
3 excited about, excited...holiday
4 listening to, listening...radio

Workbook Answer Key and Listening

Practical English 2

1 GIVING OPINIONS

a 2 g, 3 c, 4 e, 5 h, 6 a, 7 f, 8 b

b 2 Personally, I think
3 Don't you agree
4 I think you're wrong / I don't agree
5 If you ask me
6 I don't agree / I think you're wrong
7 I don't think you're right
8 To be honest

2 SOCIAL ENGLISH

2 don't you like it?
3 That's annoying.
4 Don't blame yourself.
5 Relax!
6 It could be better.

Can you remember...? 1–3

1 GRAMMAR

1 don't, 2 Shall, 3 just, 4 for, 5 better, 6 a

2 VOCABULARY

1 grapes
2 spoilt
3 save
4 angry
5 ferry
6 fed up with

3 PRONUNCIATION

1 gone
2 worry
3 cost
4 adventure
5 machine

4 GRAMMAR & VOCABULARY

1 c, 2 c, 3 b, 4 a, 5 c, 6 b, 7 c, 8 a, 9 a, 10 b

4A

1 VOCABULARY

a 2 put sb on hold
3 call back
4 go off
5 leave sb a voice message / voice note
6 put sb on speakerphone
7 cut sb off
8 dial
9 ringtone
10 scroll
11 engaged / busy
12 hang up

b 2 scroll
3 go off
4 cut off
5 ringtone
6 engaged / busy
7 put...on hold
8 call back
9 put him on speakerphone
10 hang up
11 dial
12 text / message

2 GRAMMAR

a 3 don't have to
4 ✓
5 mustn't
6 ✓
7 don't have to
8 ✓

b 2 should
3 mustn't
4 mustn't / shouldn't
5 must
6 should
7 shouldn't
8 mustn't

c 3 ✗, I had to
4 ✓
5 ✗, You mustn't
6 ✗, he often has to
7 ✓
8 ✗, I didn't have to

d Students' own answers

3 PRONUNCIATION

a 2 shou~~l~~dn't
3 li~~gh~~ts
4 ~~h~~our
5 ex~~h~~austed
6 de~~b~~t
7 mor~~t~~gage
8 forei~~g~~n
9 ~~w~~rong
10 i~~s~~land

4B

1 GRAMMAR

a 2 be able to
3 ✓
4 ✓
5 haven't been able to
6 ✓
7 been able to
8 ✓
9 used to be able to
10 ✓
11 be able to
12 not being able to

b 2 could / was able to
3 can't
4 has / 's been able to
5 couldn't / wasn't able to
6 to be able to
7 will / 'll be able to

c 2 g, 3 e, 4 d, 5 b, 6 a, 7 f

2 PRONUNCIATION

a 2 never...able...ski
3 play...guitar
4 won't...able...go out tomorrow
5 hasn't...able...go...school since Monday
6 can't find...restaurant

3 VOCABULARY

a 2 embarrassed
3 frightened
4 exciting
5 boring
6 depressing
7 disappointed
8 tired
9 frustrated

b 2 tiring
3 embarrassed
4 disappointing
5 excited
6 boring
7 depressed
8 frustrated
9 amazing

c Students' own answers

Exam skills 3

a They are all about journeys.
b Students' own answers
c Review C matches statement 1. The review says 'hires a guide'.
d 1 C, 2 B, 3 G, 4 E, 5 D, 6 F, 7 A

Exam skills 4

a 1 It's for the organizer of the tennis club.
2 The student needs to say why they want to start having lessons, ask some questions about the lessons, explain which days and times they are free.

b 1 Yes, she includes all three points.
2 She starts 'Hello. My name's Lola Alesanco'. She finishes 'Thank you very much'.

c Point 1: 'I've never played tennis before, and I would like to learn a new sport.'

Point 2: 'Could you tell me if the club has classes for beginners? I would also like to know if the club has private lessons as well as group lessons.'

Point 3: 'I often work late on Mondays and Wednesdays, so the best days for me are Tuesdays and Thursdays. I'm free any time after half past six in the evening.'

d–g Students' own answers

4.3

Hello. My name's Lola Alesanco. I'm looking for a tennis club where I can have lessons. I've never played tennis before, and I would like to learn a new sport. Could you tell me if the club has classes for beginners? I would also like to know if the club has private lessons as well as group lessons. I often work late on Mondays and Wednesdays, so the best days for me are Tuesdays and Thursdays. I'm free any time after half past six in the evening. Please could you call me back on this number: 0770 900874. Thank you very much.

5A

1 VOCABULARY

a 2 fans
3 referee
4 team
5 umpire
6 players
7 stadium
8 captain
9 sports hall
10 coach
11 spectators

b 2 court
3 circuit
4 course
5 pitch
6 slope
7 track

c 2 trained
3 won
4 got fit
5 drew
6 lost
7 threw
8 beat
9 scored
10 got injured
11 went
12 kicked

d 2 off, 3 out, 4 up

2 PRONUNCIATION

a 2 sport, 3 slope, 4 court

3 GRAMMAR

a 2 b, 3 c, 4 b, 5 a, 6 c, 7 a, 8 b, 9 c, 10 b

b 2 were driving, remembered, hadn't locked
3 didn't recognize, had changed
4 was waiting, called, couldn't, had broken down
5 beat, were winning, scored
6 ran, had already left, were waiting

c 2 was looking forward to
3 won / had won
4 seemed
5 began
6 was winning
7 came back
8 won
9 was getting
10 couldn't
11 reached
12 beat / had beaten

5B

1 GRAMMAR

a 2 used to play
3 don't usually go
4 normally wears
5 Did you use to have
6 stayed
7 never used to watch
8 went cycling

b 3 ✓
4 ✗, doesn't usually wear
5 ✓
6 ✗, usually walk
7 ✓
8 ✗, Do you usually / normally
9 ✗, went
10 ✓

c 2 usually give
3 usually call
4 used to go
5 used to eat out
6 don't usually work
7 used to be
8 didn't use to like

d Students' own answers

2 PRONUNCIATION

a 2 especially, 3 please, 4 music

3 VOCABULARY

a 2 in, 3 out, 4 common, 5 up, 6 touch, 7 got, 8 became, 9 to, 10 together, 11 engaged, 12 married

b 2 got to know
3 became friends
4 had a lot in common
5 went out together
6 were together
7 broke up
8 lost touch
9 got in touch
10 got on
11 got engaged
12 got married

c 2 fiancé, 3 close friend, 4 ex, 5 classmates, 6 colleague, 7 flatmate, 8 couple

d 2 friendship, 3 membership, 4 leadership, 5 partnership

Workbook Answer Key and Listening

Practical English 3

1 PERMISSIONS AND REQUESTS

a 2 Is it OK if I open a window
3 Would you mind repeating that
4 Could you take a photo of me
5 Do you mind if I sit here
6 Do you think you could carry my bag

b 2 b Yes, that's OK.
3 b No, not at all.
4 a No problem.
5 a No, go ahead.
6 b Sure.

c 2 meeting, 3 visit, 4 join, 5 take

d b 5, c 1, d 2, e 3

2 SOCIAL ENGLISH

a 2 d, 3 b, 4 e, 5 a

b 2 Trust me.
3 My pleasure.
4 take your pick
5 as a thank-you

Can you remember...? 1–5

1 GRAMMAR

1 for six years
2 Shall I carry
3 has / 's been studying
4 mustn't / can't play
5 be able to
6 used to cry

2 VOCABULARY

1 tinned, 2 reliable, 3 ringtone, 4 golf course, 5 lose touch, 6 stadium

3 PRONUNCIATION

1 food, 2 cook, 3 mortgage, 4 world, 5 sport

4 GRAMMAR & VOCABULARY

1 couple, 2 since, 3 in, 4 had / used, 5 from, 6 for, 7 more, 8 out, 9 are, 10 raise

6A

1 VOCABULARY

a 2 action film, 3 science fiction film, 4 period drama, 5 musical, 6 thriller, 7 biopic, 8 horror film, 9 war film, 10 western, 11 animation, 12 rom-com

b 2 plot, 3 script, 4 audience, 5 review, 6 scene, 7 subtitles, 8 sequel, 9 soundtrack, 10 special effects, 11 extras, 12 cast, 13 critic, 14 set, 15 trailer, 16 prop

2 GRAMMAR

a 2 wrote
3 will be used
4 have been invited
5 are showing
6 is going to be dubbed
7 were filming
8 can be bought

b 2 is set in
3 is based on
4 was shot
5 plays the part of
6 was dubbed into

c 2 has been nominated
3 is being filmed
4 had / 'd been transformed
5 were directed
6 was being built
7 will be / is going to be released
8 be shot

d 2 c, 3 b, 4 a, 5 c, 6 b, 7 b, 8 a, 9 b, 10 a

3 PRONUNCIATION

a 2 used, 3 waited, 4 written, 5 shot, 6 worn, 7 said, 8 won, 9 taken, 10 stolen

6B

1 GRAMMAR

a 2 must, 3 might not, 4 could, 5 must, 6 can't

b 2 can't, 3 might, 4 must, 5 can't, 6 might not, 7 can't, 8 might

c 2 might have a meeting
3 can't be going to work today
4 might not like it
5 can't be tired already
6 must have an exam tomorrow
7 might not be working
8 might be driving home from work

2 VOCABULARY

a 2 neck, 3 back, 4 arms, 5 legs, 6 feet, 7 face, 8 nose, 9 chin, 10 stomach, 11 fingers, 12 knees

b 2 thumb, 3 tongue, 4 mouth, 5 lips, 6 hands, 7 teeth, 8 ears, 9 toes, 10 neck, 11 chin, 12 back

c 2 kick, 3 touch, 4 point, 5 smell, 6 smile, 7 nod, 8 clap, 9 bite, 10 whistle, 11 taste

d 2 finger, 3 mouth, 4 tongue, 5 head, 6 eyes, 7 nose, 8 fingers / hand, 9 lips / mouth, 10 teeth, 11 hands

3 PRONUNCIATION

a 2 eyes, 3 tongue, 4 shoulders, 5 here

Exam skills 5

a Alex wrote to ask what you want to do during your visit. His language is informal.

b–e Students' own answers

Exam skills 6

a Students' own answers

b C is correct. Gina says that the film made her realize how important nature is in our world.

c A is wrong because Gina says that the colourful world wasn't her favourite thing. B is wrong because Gina says that she didn't really notice the 3D in the film.

d and e 2 A, 3 C, 4 B, 5 C, 6 B, 7 A

6.3

Presenter: I'm here with psychologist Gina Turcatti to talk about cinema and the way it affects us. Gina, you said that the film *Avatar* had had an impact on you. Tell us why.

Gina: That's right. I fell in love with the colourful new world created by the director. But that wasn't my favourite thing about *Avatar*. A lot of people loved the use of 3D in the film, but I didn't really notice it. What made the biggest impression on me was the topic of nature in the film – it made me realize how important nature is in our world, too.

6.4

P: Is watching a film at the cinema and watching it on TV the same?

G: It's more relaxing to watch a film on TV because you can lie on the sofa in your pyjamas. But at the same time, you're probably checking your phone and talking to people. In the cinema, there's nothing to take your attention away from the film, so you're much more focused.

P: Let's go back to the start of cinema. Where did people watch the first films?

G: There weren't any cinemas, so film-makers had to find other places to show their films. They often used places like markets, and they even showed them under railway bridges when they couldn't find anywhere else. The first films were made for ordinary people, and rich people weren't interested in them, so they didn't invite film-makers to show films in their houses. Meanwhile, films became more and more popular because ordinary people enjoyed watching them.

P: Is there a reason why we like films so much?

G: Well, scientists at University College London have found that our bodies change when we watch a film. They studied people watching the film *Aladdin*. Each viewer wore a device that measured their heart rate, body temperature, and skin responses while they were watching the film. The scientists found that people's hearts began to beat faster when the plot became more exciting, and they slowed down again when the excitement was over.

P: Does it matter whether we see a film alone or with an audience?

G: It seems to, yes. The people in the same study watched *Aladdin* in two different groups: the first group saw it together in a cinema while the people in the second group watched it individually in a lab. The scientists found that the first group experienced much stronger emotions than the second. For most people, that makes it better.

P: It hasn't always been possible for everyone to watch films in a cinema, has it?

G: That's right. Thankfully, cinemas have got a lot better in recent years. In the past, the seats were very close together, so there wasn't much room for your legs. But that wasn't the biggest problem. Tickets have always been expensive, of course, but it was the stairs that really used to stop some people from going to the cinema. Today, there are laws that make sure everyone can access cinemas and other public places, so that's a huge improvement.

P: It's true that cinemas are always changing with the times, but do we really need them today, Gina?

G: I think we do. Of course, we can see the latest films on streaming services these days. But people are social animals, and they benefit from coming together to do an activity. For me, the cinema experience is so much better than watching a film on your own, so I can see cinema continuing far into the future.

P: Gina, thank you so much for joining me.

7A

1 VOCABULARY

a 2 Geography
3 Biology
4 Literature
5 Chemistry
6 History
7 Computing
8 Mathematics

b 2 primary school
3 head teacher
4 state school
5 degree
6 private school
7 term
8 boarding school
9 nursery school
10 students
11 secondary school

c 2 elementary school
3 grades
4 semesters
5 high school
6 twelfth grade
7 college

d 2 misbehaved
3 weren't allowed to
4 made
5 were punished
6 cheated
7 let
8 revised
9 took
10 passed
11 failed

2 PRONUNCIATION

a 2 pull, 3 cut, 4 subtitles

3 GRAMMAR

a 2 c, 3 b, 4 f, 5 a, 6 h, 7 d, 8 g

b 2 until, 3 before, 4 if, 5 after, 6 when

c 2 will / 'll be, hurry
3 will / 'll have, go out
4 won't wait, aren't
5 doesn't come, won't have
6 won't leave, finds
7 won't be able to, lend
8 gets, will / 'll call
9 won't start, is / 's
10 will / 'll play, practise

d Students' own answers

Workbook Answer Key and Listening

7B

1 GRAMMAR

a 2 g, 3 c, 4 a, 5 h, 6 b, 7 e, 8 f

b 2 would be, cleaned
3 wouldn't drive, didn't have
4 Would...carry on, won
5 would sleep, didn't drink
6 would lend, needed
7 wouldn't be, snowed
8 wasn't / weren't, could
9 Would...wake up, didn't set
10 had, wouldn't be

c 3 I'd call her
4 you don't hurry up
5 I'll tell him the news
6 you didn't open the windows
7 she'd be happier
8 they'll cancel the match
9 you didn't eat out every night
10 she doesn't feel better

2 PRONUNCIATION

a 2 grow, vegetables, garden
3 buy, cottage, had enough money
4 my house, wouldn't make, kitchen bigger
5 wouldn't have, car, lived, city centre

c 3 D, 4 S, 5 S, 6 D, 7 S, 8 D

3 VOCABULARY

a 2 on, 3 on, 4 in, 5 on, 6 in

b 2 balcony, 3 entrance, 4 path, 5 gate, 6 chimney, 7 wall, 8 top floor, 9 attic, 10 roof, 11 terrace, 12 basement

c 2 b, 3 b, 4 c, 5 a, 6 a, 7 c, 8 b, 9 b, 10 b, 11 a, 12 a

Practical English 4

1 MAKING SUGGESTIONS

a 2 We could go there.
3 That's a great idea.
4 Why don't we go to a pub?
5 Where shall we go for that drink?
6 What about going to Giovanni's?
7 How about the Red Lion?
8 Shall we go there?

b 2 We could go there.
3 Why don't we go to a pub?
4 how about The Red Lion?
5 What about going to Giovanni's?
6 That's a great idea.
7 Shall we go there?
8 why not?

2 VERB FORMS

2 watch, 3 meeting, 4 play, 5 going, 6 eat out

3 SOCIAL ENGLISH

a 2 done, 3 forward, 4 ahead, 5 over

b 2 I'm looking forward to
3 How could I forget
4 go ahead
5 over a drink

Can you remember...? 1–7

1 GRAMMAR

1 's getting, 2 's been playing, 3 mustn't, 4 be able to, 5 have, 6 'd tell

2 VOCABULARY

1 sympathetic, 2 mortgage, 3 head, 4 coach, 5 plot, 6 shoulder

3 PRONUNCIATION

1 cinema, 2 cosy, 3 city, 4 stare, 5 fail

4 GRAMMAR & VOCABULARY

1 c, 2 a, 3 c, 4 b, 5 b, 6 a, 7 c, 8 b, 9 c, 10 b

8A

1 VOCABULARY

a 2 sacked, 3 resign, 4 applied, 5 shifts, 6 promoted, 7 redundant, 8 training course, 9 set up, 10 ran, 11 retire

b 2 at, part-time
3 in, temporary
4 in, full-time
5 for, unemployed
6 permanent, for
7 freelance, for

c 2 translator
3 employment
4 pharmacist
5 retirement
6 promotion
7 lawyer
8 scientist
9 resignation
10 application
11 farmer
12 qualifications

d 2 fired
3 work
4 run
5 fired
6 market
7 company
8 market
9 work
10 run

2 PRONUNCIATION

a 2 apply
3 employment
4 farmer
5 freelance
6 lawyer
7 musician
8 permanent
9 pharmacist
10 promotion
11 qualification
12 qualify
13 redundant
14 resignation
15 retire
16 retirement
17 scientist
18 temporary
19 translation
20 unemployed

3 GRAMMAR

a 2 a, 3 b, 4 c, 5 a, 6 b, 7 c, 8 a, 9 b, 10 a

b
3 asked me to wait
4 ✓
5 I promise not to laugh
6 ✓
7 went on studying
8 ✓
9 I don't mind staying in
10 ✓

c
2 talking
3 to tell
4 to turn off
5 not speaking
6 laugh
7 Being able to
8 not to charge

8B

1 GRAMMAR

a
2 it was
3 told me
4 she bought
5 might
6 if I could
7 had to
8 the dress suited me
9 I wanted
10 'd forgotten

b 2 told, 3 said, 4 told, 5 told, 6 said

c
2 if I had / 'd seen his wallet, (that) I didn't know where it was
3 if her school shoes still fit her, me (that) they fit her perfectly
4 how much he had / 'd paid for his jacket, (that) it had / 'd been really cheap
5 where I was going the next day, her (that) I was meeting some friends
6 if he wanted anything from the shop, (that) he needed some milk.
7 if we had / 'd enjoyed our stay, her (that) it had / 'd been very enjoyable
8 when I was going shopping, (that) I might go on Saturday

d
2 I've resigned from my job.
3 When are you planning to retire?
4 Are you paid to do overtime?
5 I went to boarding school as a child.
6 How much is the painting worth?
7 I'll take the tram to the city centre.
8 Where did you meet your partner?
9 I expect to win the match.
10 Do you like seafood?

2 VOCABULARY

a 2 argument, 3 choose, 4 compensation, 5 deliver, 6 explanation, 7 fail, 8 improvement, 9 lose, 10 payment, 11 sell, 12 success

b
2 service
3 treatment
4 agreement
5 improvement
6 argument
7 valuation
8 achievement
9 choice
10 management
11 demonstration
12 sale
13 consideration
14 failure
15 temptation

c
2 payment
3 complaint
4 attachment
5 response
6 explanation
7 success
8 compensation

3 PRONUNCIATION

a train /eɪ/: claim, complain, contain, email, explain, paid, waiter
chair /eə/: airline, repair
computer /ə/: certain

Exam skills 7

a It's about a housing project for students in Copenhagen.

b d is correct.

c a and c are wrong because 'house' and 'apartment' are countable nouns and there is no article before the gap. b is wrong because 'rent' means the money you pay to use a house, it doesn't mean a place to live.

d–e 2 c, 3 a, 4 d, 5 c, 6 b

Exam skills 8

a They are all about people who did something special in their jobs.

b Students' own answers

c False: The couple emailed the restaurant before their visit.

d–e 2 False, 3 False, 4 True, 5 True, 6 False, 7 False, 8 False, 9 True

🔊 8.3

Story 1
A chef in Dallas, Texas, made a special effort to make sure that a couple enjoyed their meal at his restaurant. Before their visit, the couple emailed the restaurant to inform the staff that they were deaf.

🔊 8.4

Story 1
A chef in Dallas, Texas, made a special effort to make sure that a couple enjoyed their meal at his restaurant. Before their visit, the couple emailed the restaurant to inform the staff that they were deaf. Normally, there is no paper menu at the restaurant; the chef, Tatsuya Sekiguchi, describes the food to customers at their tables. On this occasion, the chef had to think of another way to deliver the menu. His solution was to learn the whole menu in sign language, in which people use their hands to communicate rather than spoken words. The couple were delighted when the chef used sign language with them, as they usually have to use a pen and paper to communicate with staff in restaurants when they eat out. After their visit, a family member shared their story on social media, and it went viral.

Story 2

Billionaire Yvon Chouinard gave away the company that made him rich. He set up the successful outdoor clothing company Patagonia more than 50 years ago. But Chouinard is interested in the environment as well as doing business. For many years, Patagonia gave away one per cent of its sales to help protect the natural world. But Chouinard decided that Patagonia needed to do more, and he wanted all of Patagonia's profits to go towards saving the planet. To make this possible, he transferred his company to a non-profit environmental organization. Thanks to Chouinard's decision, Patagonia's new owners are now able to decide how best to use its profits to help fight the climate crisis and defend nature.

Story 3

Denise Baldwin, a delivery driver, went out of her way to help her customer. She was asked to take a cake to Nike World Headquarters in Oregon. It wasn't a normal cake, though – it had a CV printed on it because the customer, Karly Pavlinac Blackburn, wanted to apply for a job at Nike in a creative way. Before she set off, Denise promised that she would deliver the cake to Karly's contact in Nike rather than leave it at reception. But this was more difficult than Denise had imagined. Nike World Headquarters is an enormous place with around 75 different buildings. As well as that, it was the company party on the day of the delivery, so many of the employees were away from their desks. However, with the help of security guards, Denise was able to locate Karly's contact, deliver the cake, and keep her promise to Karly.

9A

1 GRAMMAR

a 2 would have
3 had
4 had
5 would / 'd have
6 would / 'd have
7 had
8 had / 'd

b 2 would / 'd have arrived
3 hadn't booked
4 had / 'd checked
5 hadn't been
6 wouldn't have made
7 had / 'd known
8 wouldn't have invited
9 hadn't been
10 wouldn't have got

c 2 I hadn't passed my final exams
3 she would / 'd have got the job
4 we hadn't had lunch before we left
5 we would / 'd have played tennis
6 you had / 'd followed my directions
7 I would / 'd have won that game
8 he wouldn't have broken them

2 PRONUNCIATION

a 2 would have gone
3 would have bought
4 would have stayed
5 would have got
6 would have helped

3 VOCABULARY

a 3 fortunate, 4 unfortunate, 5 careful, 6 careless, 7 patient, 8 impatient, 9 lucky, 10 unlucky

b 2 impatiently, 3 carelessly, 4 Fortunately, 5 unluckily

c 3 possible, 4 impossible, 5 selfish, 6 unselfish, 7 useful, 8 useless, 9 suitable, 10 unsuitable, 13 possibly, 14 impossibly, 15 selfishly, 16 unselfishly, 17 usefully, 18 uselessly, 19 suitably, 20 unsuitably

d 2 selfishly, 3 useless, 4 successful, 5 suitably

e 2 impatient, 3 uncomfortable, 4 lucky, 5 Unfortunately, 6 Luckily, 7 comfortable, 8 carefully

9B

1 VOCABULARY

a 2 printer, 3 speaker, 4 adaptor, 5 remote control, 6 socket, 7 charger, 8 switch, 9 plug, 10 USB-C cable, 11 memory stick, 12 router, 13 wireless mouse, 14 voice assistant

b 2 memory stick, 3 charger, 4 printer, 5 USB-C cable, 6 keyboard, 7 remote control, 8 adaptor, 9 speaker, 10 router, 11 plug, socket

c 2 set, 3 switched on, 4 installed, 5 plugged in, 6 switched off, 7 turned down, 8 unplugged, 9 updated, 10 turned up

2 GRAMMAR

a 2 b, 3 b, c, 4 c, 5 a, b, c, 6 b, 7 b, 8 a, 9 c, 10 a, 11 a, b, 12 b

b 2 enough, too expensive / too much
3 a little, much
4 too many, enough
5 no, any
6 few, many

c 2 much money
3 any buses
4 very few people
5 old enough
6 very little / no work
7 too much / a lot of / lots of / loads of furniture
8 no paper
9 a lot of / lots of / loads of traffic
10 too many / a lot of / lots of / loads of noisy children
11 a few / some phone calls
12 too small

3 PRONUNCIATION

a 2 updated it
3 turned it down
4 deleted it
5 plugged it in
6 switched it off
7 unplugged it
8 turned it up

c 2 although
3 through
4 laughed

Practical English 5

1 ASKING INDIRECT QUESTIONS

a 2 goes
3 I can
4 Lola is
5 comes
6 you're
7 the restaurant closes
8 you spoke to

b 2 what time it arrives
3 which stop the bus goes from
4 how much a one-way ticket costs
5 if I need to change buses
6 how much discount I get with a student card

c 2 Could you tell me how much a one-way ticket costs?
3 Can you tell me how much discount I get with a student card?
4 I wonder if I need to change buses.
5 do you know what time it arrives?

2 SOCIAL ENGLISH

a 2 way, 3 Hey, 4 actually, 5 think

b 2 yes, actually, I do.
3 What did you think of
4 There's just been a lot going on
5 By the way

Can you remember...? 1–9

1 GRAMMAR

1 have / 've known
2 didn't use to
3 might / may / could be
4 would / 'd walk
5 to tidy
6 had / 'd been

2 VOCABULARY

1 duck, 2 couple, 3 script, 4 degree, 5 gate, 6 apply for

3 PRONUNCIATION

1 course, 2 loan, 3 router, 4 floor, 5 nose

4 GRAMMAR & VOCABULARY

1 c, 2 a, 3 b, 4 a, 5 c, 6 c, 7 a, 8 a, 9 b, 10 c

10A

1 GRAMMAR

a 3 whose
4 that / which
5 who / that
6 where
7 who / that
8 whose
9 where
10 that / which

b sentence 4

c 2 he, 3 there, 4 it, 5 her, 6 there, 7 it, 8 it, 9 them, 10 it

d 2 where the *Mona Lisa* can be seen
3 which is in Tanzania
4 which was opened in 2011
5 whose first name means 'love' in Albanian
6 who helped to free hundreds of slaves

2 VOCABULARY

a 2 seat belt
3 special effects
4 memory stick
5 traffic jam
6 ground floor
7 football pitch
8 nursery school
9 desk lamp
10 roadworks

b 2 top floor
3 soundtrack
4 training course
5 flatmate
6 boarding school
7 cycle lane
8 rush hour
9 speed camera
10 science fiction

3 PRONUNCIATION

a 2 keyboard
3 profile page
4 parking fine
5 ringtone
6 secondary school
7 tennis court
8 traffic lights

b 1 cleaning products, 2 keyboard, 3 profile, 4 parking, 5 ringtone, 6 secondary, 7 tennis, 8 traffic

10B

1 VOCABULARY

a 2 Detectives
3 solve
4 victim
5 suspects
6 Witnesses
7 murderer
8 evidence
9 prove

b 2 murder
3 victim
4 evidence
5 witnesses
6 murderer
7 suspects
8 solve
9 prove

2 GRAMMAR

a 2 were you
3 didn't you
4 haven't you
5 aren't you
6 doesn't he
7 haven't you
8 wouldn't you

b 2 do you, 3 is it, 4 doesn't he, 5 didn't they, 6 has she, 7 aren't I, 8 won't you, 9 would I, 10 have you

c 2 You're younger than me, aren't you
3 You don't like cheese, do you
4 Your brother lives abroad, doesn't he
5 You studied physics, didn't you
6 We've been here before, haven't we
7 You wouldn't do that, would you
8 The flight won't be cancelled, will it

Workbook Answer Key and Listening

Exam skills 9

a They discuss statements B and D. They disagree about B and they agree about D.

b A 2, B 1, C 3

c–e Students' own answers

10.3

F: Do you mind if I start?

M: Sure, go ahead.

F: Let's talk about children and smartphones first. In my opinion, young children shouldn't have phones because they don't know how to use them properly. By that I mean using them to make phone calls or send important messages. My niece is eight, and she's always watching videos on her phone.

M: I see what you mean, but phones can also be useful for children. My nephew uses his phone to help him with homework. If he doesn't understand something, he watches a YouTube video.

F: I take your point, but there's a lot of information that isn't suitable on the internet. Personally, I think children should wait until they're at least 13 or 14 before they have a phone.

M: I'm not so sure about that. Phones can be useful for younger children, too. If there's an emergency, they can reach their parents easily and immediately on their phone. In my view, phones can help to keep all children safe.

F: That's partly true, but phones can also be dangerous for children. Children don't always know who they're talking to, and not everyone on the internet is a good person. I believe phones are bad for young children.

M: I think we're going to have to agree to disagree. Let's move on to e-books. In my view, e-books are more convenient than paper books as they're smaller.

F: Yes, definitely. I take mine everywhere with me. Personally, I think they're perfect for a holiday as you can download several books before you go.

M: I completely agree with you. If you took the same number of paper books, they wouldn't fit in your suitcase.

F: You're absolutely right.

Exam skills 10

a Students at the language school

b–e Students' own answers